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ABSTRACT

Students of the Austin (Texas) Independent School procedures, and results District who had been in first through sixth grade during 1982-83 and were recommended for retention at the end of the year were eligible to attend the 1983 summer school for retainees. The program was designed to provide additional basic skills instruction so that retainees would not fall further behind during the summer and would be better prepared to benefit from the following year's instruction. Data are provided for program features and implementation, short-term objectives, measurement of long-term objectives, and the outstanding program features. A summary of this information plus appendices (labeled A-H) detailing the purpose, for each information source are presented. The information sources include: (1) student characteristics file, (2) employee master file, (3) teacher survey, (4) project records, (5) classroom observations, (6) mastery test records, (7) home contact forms, and (8) comparison group. (PN)

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SUMMER SCHOOL PILOT 1983:

First Report to the Texas Education Agency

September 1983

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SUMMER SCHOOL PILOT 1983:

First Report to the Texas Education Agency

September 1983

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Office of Planning
and Research
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FINAL REPORT SUMMARY

Project Title: Summer School Pilot Project

Contact Persons: Perry Sailor, Nancy Schuyler

Major Positive Findings:

- All short-term objectives were met. Students in the regular reading and math programs mastered 93% and 96%, respectively, of the units taught. Limited English proficiency students averaged 99% correct on tests in the English as a Second Language program and 95% correct on math tests. All LEP students showed gains between the pretest and posttest in Spanish reading.
- Attendance averaged 92% among students who completed the 24-day program.
- Classroom observations conducted in first-grade classes indicated that students were on task for 93% of the time spent in basic instruction.
- Teachers generally liked the organization, inservice, and curriculum of the summer program.

Major Findings Requiring Action:

- The first-grade classroom observations indicated that on the average students spent 49% of the allotted classroom time directly engaged in reading and math instruction plus 2% in other basic instruction. The remaining 49% of the time was spent in other activities.

WHO ATTENDED SUMMER SCHOOL?

Students were eligible to attend the summer school for retainees if they had been in first through sixth grade during 1982-83 and were recommended for retention at the end of the year. A total of 516 students--484 in the regular program and 32 in the bilingual program--attended long enough to take at least one mastery test. Some of the general characteristics of the student body were that:

- About 61% were male and 39% female. This is about the same as the overall percentage of retainees who are male and female.

- The ethnic breakdown also matched that of all retainees closely, with 24% Black, 49% Hispanic, and 26% Anglo.

- Grade breakdowns match all retainees fairly well, with 50% in first, 21% in second, and 29% in third through sixth grade.

- Students were an average of seven months below grade level in reading in first grade, based on ITBS scores. This difference increased to two years below grade level in grade six. Students were five months to one and a half years below grade level in math.

- About 74% were eligible for free or reduced-price lunch.

- About 40% of the students were eligible for Chapter 1 services, with 37% actually served.

- Fifteen percent of summer school participants received special education services in 1982-83.

- Sixteen percent were classified as having limited English proficiency (LEP).

- The attendance data available for 1982-83 indicate that summer school students were present 94.2% of the days enrolled. Attendance during summer school was 89% of the days enrolled, or 92% when dropouts are excluded. Dropouts were defined as those students who missed at least the entire final week.

WHAT WERE THE MAJOR FEATURES OF THE SUMMER SCHOOL PROGRAM?

The AISD 1983 elementary summer school for retainees was designed to provide additional basic skills instruction so that retainees would not fall further behind their higher-achieving peers during the summer and would be better prepared to benefit from the following year's instruction.

The summer school curriculum included 90 minutes of reading instruction and 90 minutes of math instruction, with an intervening 60-minute period of Community School activities and a snack break. Some staggering of schedules was necessary to allow smaller Community School teaching groups. The reading curriculum for English-dominant students was based on the Chicago Mastery Learning Reading system (CMLR) and emphasized comprehension and word attack skills at first grade and comprehension at grades two through six. The CMLR program is organized so that students receive instruction in a particular skill and are tested following instruction. Those students

who thereby demonstrate mastery of the skill are given enrichment activities while those who have not mastered the skill are given further instruction. At the end of the additional instruction, these students are tested again to see if they have mastered the skill (based on set criteria).

Students with limited proficiency in English (LEP) received Spanish reading instruction using the series Santillana Lectura Dos Idiomias, and instruction in English as a second language (ESL) using the I Like English series. A mastery-learning approach was adapted to these materials also.

The math curriculum was based on the Math for Everyone series and emphasized numeration and problem solving. Again a mastery-learning approach was used, with students to be taught a particular skill, tested, then given enrichment activities if they demonstrated mastery or retaught if they did not. The math curriculum was supplemented by a workbook, Succeeding in Mathematics, and several kinds of "manipulative" materials such as calculators, pattern blocks and Unifix cubes.

LEP students used a Spanish-language math series, Matematicas, conceptos y practica. Number recognition and basic addition and subtraction facts were taught.

Several aspects of the program were designed to increase motivation. Independent reading was encouraged by awarding paperback books for good performance. Scented stickers were awarded for good behavior and performance. Finally, the calculators used in math classes could be kept if the student had no more than two unexcused absences.

Community School activities included various arts and crafts and physical education activities as well as movies, table games, creative dance, and typing. Many Community School activities were planned to enhance children's self-concepts, teach socialization skills, and reinforce material taught in the classroom. For example, the table games chosen (bingo, checkers, Concentration, and so on) were selected to help build concentration, memory, and number and letter identification skills.

Teachers attempted to contact the homes of students in order to increase the information available to the teacher and to the parents. According to information returned from the teachers, 218 homes were visited and 193 were telephoned. In general, teachers believed the home contacts were very useful, though they had no apparent effect on short-term performance overall. It is possible that this is a "ceiling effect"; the mastery performance of all participants was very high. Parents were also sent information and materials for follow-up activities to be completed by the children in the period between the end of summer school and the beginning of the regular school year. It was hoped that these activities would promote continued student learning for the rest of the summer.

Summer school was held on six campuses: Becker, Brooke, Cook, Maplewood, Rosedale, and St. Elmo. Classes lasted from June 6 through July 8 (24 class days) from 8:30 a.m. to 12:30 p.m. Teachers were selected on the basis of years of experience in AISD and at their grade level, recommendations by their instructional coordinators and principals, and lack of experience at teaching summer school. They attended a total of 2½ days of inservice training.

A total of 49 teachers participated, three of whom taught LEP classes. Twenty teachers taught first grade and 10 taught second grade. Eighty-four percent were female; the ethnic breakdown was 51% Anglo, 31% Hispanic and 18% Black. There were relatively fewer Anglo and more Black and Hispanic teachers than last year. Community school activities were taught by about 38 staff members. Each campus had a summer school director, librarian, and secretary. One coordinator per subject met special campus needs on an "as needed" basis.

Twenty-four percent of the teachers had master's degrees. All teachers were certified at the elementary level, 14% were certified to teach special education classes, and 27% were certified to teach bilingual classes.

The Director of Elementary Management was the overall supervisor of the summer school program. Four instructional coordinators were responsible for planning and developing curricula, and also for selecting and adapting appropriate materials, assisting directors and teachers during summer school, conducting inservice sessions for teachers and directors, and developing and delivering the follow-up activities.

The Grants Planning Coordinator for Applications and Compliance was primarily responsible for the grant proposal. The evaluation was carried out by a District-funded evaluator and two grant-funded evaluation assistants in consultation with others involved (mostly the instructional coordinators). ORE staff also developed guidelines for home contacts and provided staff development on record-keeping for teachers. Staff members in Personnel, Transportation, School Plant, and Finance also had responsibilities for certain aspects of the program.

WAS THE SUMMER SCHOOL IMPLEMENTED AS PLANNED?

Information about program implementation was obtained by examining project records and teachers' records, classroom observations conducted at first grade, and a survey of teachers.

In the program as it was originally planned, 800 students were expected to enroll and the pupil-teacher ratio was to be about 15 to 1. Actual enrollment was 516 students distributed among 49 teachers for a PTR of 10.5 to 1. The actual number of students present in first-grade classrooms on an average day was about 10.5 based on observations done on all 24 days.

Students were scheduled to spend 90 minutes per day in reading and 90 minutes in math, with an hour of Community School, snack, and break activities in between. Although class periods generally seemed to last 90 minutes, the first-grade observations indicated that only about 49% of the allotted time was actually spent directly in reading and math basic skills instruction, with 2% spent in activities the observer coded as basic instruction but not reading or math and 49% spent in such noninstructional activities as receiving noninstructional directions (e.g., "Put away your calculators and get out your books."), housecleaning, class control, transition from one activity to another, lining up, and roll call. If class began late or was dismissed early, the time was coded as noninstructional.

Because the math and reading programs both involved frequent assessment of student progress and because summer school teachers did not know their students before the first day, it was expected that assessment would be one noninstructional activity reducing basic instruction time. Assessment, however, accounted for only about 3.3% of total classroom time.

Future planners of summer school may want to consider changes that would reduce noninstructional time. First-grade observational data suggests several areas for possible improvement.

- Staggered schedules which result in split class periods for reading or math should be eliminated if at all possible. Some campuses had to use such schedules this year to accommodate two shifts of Community School classes. This meant some students might have 75 minutes of reading, 60 minutes for Community School and snacks, 15 more minutes of reading, and then 90 minutes of math. Split schedules (for reading in this case) increase time needed for classroom organization activities (settling in, lining up, etc.), and reduce available instructional time.

- Spending more of the first day of summer school on instruction would be helpful. In the two classrooms observed, almost the entire first day was devoted to noninstructional activities (welcoming students, explaining rules, describing the program). Shortening introductory comments or building some of them into instruction would increase time for direct reading and math instruction.

- Some teachers used classroom time more effectively than others. For example, one teacher might have the children spend time cutting out pictures before matching them with words to build vocabulary; another might have all materials cut out and ready to match, or have students draw lines connecting pictures with words.

- Starting class on time and continuing to teach the full 90 minutes maximizes available instructional time. While it is difficult to make sure everyone is in their seat and ready to begin on time every day, waiting for students does take up instructional time.

- Library time should be used as efficiently as possible. Students spent about 12% of their reading time in the library. While the transitional time needed to get students to and from the library may be unavoidable, efforts should be made to make sure library time is used as wisely as possible. Only one-third of the first-grade library time observed met the observation system's definition of basic instruction. Ways to increase instructional time might include:

  1) Making sure films shown are generally short and clearly related to improving reading skills. This year, films were only counted as reading instruction if there was some followup or other clear tie to reading skills.

  2) Minimizing the amount of time students spend waiting for individual help and making sure students are reading during the allotted time.

  3) Encouraging students to read seriously by building on their library reading or having some followup on books read (this may be primarily a first-grade problem).

WERE THE SHORT-TERM OBJECTIVES FOR THE PROGRAM MET?

In a word, yes. Short-term objectives were met for all components of the program.

- In the regular reading program, students mastered 93% of the units taught; the objective was 80%. Twenty-seven of the 29 required CMLR units were mastered by 80% or more of the students taught them.

- In math, the mastery rate was 96% (the objective was 80% mastery). Nearly all (94%) of the students mastered 80% or more of the units taught, and 86% mastered 90% or more.

- Reading and math objectives were met for each grade individually, as well as for all students combined.

- Performance among the LEP students was also excellent. The objective was that they would average 75% correct on mastery tests in ESL and math; the actual percent correct was 99% in ESL and 95% in math. All unit (summary) tests in ESL and math were passed by all students who took them. On Spanish reading, the objective was that posttest scores would be higher than pretest scores for each instructional level. Every student's posttest score was higher than his or her pretest score. Pretest means for the various readers ranged from 74% to 83%; posttest means ranged from 90% to 98%.

HOW WILL ACHIEVEMENT OF LONG-TERM OBJECTIVES BE MEASURED?

A control group of retainees who did not attend summer school will be compared with students who did attend. Nonparticipating retainees are comparable to participants on ethnicity, gender and grade breakdowns, Chapter 1 eligibility, LEP status, special education status, and ITBS reading and math scores. These two groups of students will be compared on April 1984 ITBS reading achievement and math achievement. These sources will be used to assess attainment of the following long-term objectives:

> Reading: Participants will show significantly higher achievement in reading comprehension than nonparticipants (vocabulary at grade 1), based on spring 1983 and 1984 ITBS scores.
>
> Math: Participants will show significantly higher achievement in math concepts and problem solving than nonparticipants, based on spring 1983 and 1984 ITBS scores.

LEP students' long-term achievement will be measured as follows:

> ESL: A greater percentage of summer school students than nonparticipant LEP A and B retainees will be capable of taking the ITBS, based on teachers' perception of English proficiency. Reading Total scores will improve from 1983 to 1984 for students who took the ITBS both years.
>
> Spanish Reading: Scores for students in grades 2-6 will improve on the Prueba de Lectura (first graders are not tested).
>
> LEP Math: Math Computation scores for those students taking the ITBS in 1983 and 1984 will show an improvement.

WHAT WERE THE OUTSTANDING FEATURES OF AUSTIN'S SUMMER PROGRAM? WHAT COMPONENTS ARE ESSENTIAL FOR REPLICATION?

Summer school staff believed the outstanding features were:

- The reading, math, and limited-English mastery curriculums and manipulatives.
- Specific teacher training in the use of the curriculum and manipulatives.
- Communication with parents through home visits and telephone calls.

- Low pupil-teacher ratio.
- Early careful planning and good cooperation among all participating departments and schools.
- Reward systems used.
- Good record keeping and evaluation after the program.

In replicating this program elsewhere, it would be essential to use the Math for Everyone and Chicago Mastery Learning System. Supplementary reading books might be replaced by library books. Duplicated math reinforcement pages could be used instead of the workbooks if a homework or followup component was skipped.

All of the LEP materials were considered extremely effective and essential. Additional supplementary materials would be a valuable addition. Clustering the children, having more than one site available for the LEP program, and using one teacher for reading and math (especially to reinforce English skills) would also be very helpful in repeating the program.

Early planning, specific staff training in using the curriculum, some form of communication with parents, a low pupil to teacher ratio, and a reward system of some kind are also essential to successful replication. In addition, some form of recreational break and snack would be extremely valuable.

The only problems which others might encounter in replicating the program are:

- Working out the logistics of student eligibility, identification, and possible late enrollment; and
- The fairly high cost of instructional materials for each teacher and student.

Summer School Pilot Project

Appendix A

STUDENT CHARACTERISTICS FILE

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INSTRUMENT DESCRIPTION: Summer School Student Characteristics File

Brief description of the data file:

The Summer School Student Characteristics File is a collection of information from many sources. It contains demographic information about students in the Summer School Pilot Project, as well as information concerning their eligibility for special educational programs, attendance rate in summer school and during the preceding school year, number of years in AISD, and most recent ITBS score. The information comes from AISD files and from records kept by teachers.

Which students or other individuals are included on the file?

All students attending the 1983 AISD Summer School Pilot Program.

How often is information on the file added, deleted, or updated?

Never. The file was created only for evaluating the 1983 Summer School Pilot Project.

Who is responsible for changing or adding information to the file?

Summer school data analyst.

How was the information contained on the file gathered?

Age, sex, grade level, ethnicity, and Special Education status were obtained from the Student Master File. ITBS scores and eligibility for other special programs came from other ORE files. 1982-83 attendance and number of years enrolled in AISD came from cards filled out by the students' 1982-83 teachers. Summer school attendance records were obtained from the summer school teachers.

Are there problems with the information on the file that may affect the validity of the data?

None known.

What data are available concerning the accuracy and reliability of the information on the file?

Attendance data for 1982-83 could be checked against attendance records maintained by Pupil Services, but it would be time consuming.

Are there normative or historical data available for interpreting the results?

No.

Brief description of the file layout:

See Attachment A-1.

STUDENT CHARACTERISTICS FILE

Purpose

The Student Characteristics File was created in order to answer the following decision and evaluation questions:

Decision Question D1: Were the students served and staffing of summer school appropriate for future summer schools? Are alterations necessary?

Evaluation Question D1-1: What were the characteristics of students served by summer school including:

- Age
- Sex
- Grade Level
- Ethnicity
- Eligibility for Chapter 1, Chapter 1 Migrant, Bilingual, and SCE programs in 1982-83
- Number of years enrolled in AISD
- Attendance rate for 1982-83
- Attendance in summer school
- Eligibility for Special Education services
- Historical achievement data: mean grade equivalent scores on ITBS Reading and Math, spring 1983.

Procedure

The Summer School Student Characteristics file was created from several sources:

1. The Student Master File
2. The Spring 1983 ITBS File
3. The Chapter 1 Master Service File
4. The Migrant Master File
5. The SCE "ELE" File
6. The LANG File (LEP status)
7. The Special Education Master File
8. Summer School teacher records
9. Summer School Student Data Cards.

In order to access information about students attending summer school, it was first necessary to identify them. Student Data Cards (see Attachment A-1) had been filled out by the 1982-83 teachers for all students who were potential retainees and whose parents had expressed an intention to send them to summer school. The cards for those students who actually attended

summer school were used by the summer school teachers during the summer and were sent to ORE at the end of classes on July 8. Each student's card contained his or her ID number, grade, birthdate, parents' names, addresses and phone numbers, the special programs which had served the student in 1982-83, his or her attendance rate for 1982-83, reading and math basals completed, ITBS scores, and the student's specific strengths and weaknesses as judged by the teacher.

The only information for the Student Characteristics File taken directly from the Student Data Cards was the student's ID number, years enrolled in AISD and 1982-83 attendance rate. ID's were then matched against the Student Master File to obtain each student's date of birth, ethnicity, sex, and 1982-83 grade placement. ID's were also matched against the Chapter 1 Master Service File, the Migrant Master File, the SCE "ELE" File, the LANG File (LEP) and the Special Education Master File to obtain data pertaining to students' eligibility for and service by each of these programs. Summer school attendance rates were provided by the teachers.

A second attendance rate, excluding dropouts, was calculated because this figure is more comparable to the overall AISD attendance rate as calculated by the District. AISD computes attendance as a percentage of enrollment. A student who is no longer enrolled no longer enters into attendance calculations. Because there was no official dropout procedure, students who missed the entire last week were considered to be "no longer enrolled." Schools had previously been advised to drop from the program students who missed five consecutive days.

Results

Summary statistics were generated for each of the variables and are reported below. The total number of students served was 516. Thirty-four of these missed at least the entire last week of classes but were reported as participants by the schools. Almost all totals in the tables below (Figures A-1 to A-10) are less than 516 because of missing data. The total number of students in each table represents all students for which information is available.

Summary:
About 61% of the 516 students served by the summer school program were male, which is almost exactly the overall percentage of male retainees in AISD. The ethnicity distribution also matches that of AISD's retainee population very closely (less than 3% difference for any ethnic group). The greatest percentage of students served were in first (50.5%) and second (20.9%) grades. Among non-participating retainees, 59.6% were in first grade and 14.4% in second grade.

About 74% of the students were low-income based on free- or reduced-price lunch eligibility. About 40% were eligible for Chapter 1 services and 37% were actually served by Chapter 1. Sixteen percent had limited English proficiency. Fifteen percent were eligible for Special Education. Twenty-nine percent and 24% were eligible for SCE Reading and Math respectively. See Figures A-1 to A-10 for complete breakdowns on all data.

The 1982-83 attendance rate for summer school participants was 94.2%. The overall AISD attendance rate for grades 1-6 was 94.5%. The difference represents about one-half day per child. During summer school, mean attendance was 21.3 days (88.3%) when all students are assumed to have been enrolled for all 24 days. When 34 dropouts (defined as those who missed the entire last week) are excluded, mean attendance is 22.1 days, or 92.1% (Figures A-7 to A-9).

Grade	Median Age	
1	86.8 months (7 years, 3 months)	N = 236
2	100.2 months (8 years, 4 months)	N = 106
3	109.3 months (9 years, 1 month)	N = 38
4	125.3 months (10 years, 5 months)	N = 63
5	140.5 months (11 years, 8 months)	N = 38
6	147.0 months (12 years, 3 months)	N = 3

Figure A-1. MEDIAN AGE OF SUMMER SCHOOL PARTICIPANTS, BY GRADE.

	Age	Frequency	%
Grade 1	less than 6 years	1	0.4
	6 years	52	22.0
	7 years	178	75.4
	more than 7 years	5	2.1
Grade 2	less than 7 years	0	0.0
	7 years	19	17.9
	8 years	75	70.8
	more than 8 years	12	11.3
Grade 3	less than 8 years	1	2.6
	8 years	12	31.6
	9 years	19	50.0
	more than 9 years	6	15.8
Grade 4	less than 9 years	0	0.0
	9 years	6	9.5
	10 years	39	61.9
	more than 10 years	18	28.6
Grade 5	less than 10 years	0	0.0
	10 years	4	10.5
	11 years	19	50.0
	more than 11 years	15	39.5
Grade 6	less than 11 years	0	0.0
	11 years	1	33.3
	12 years	2	66.7
	more than 12 years	0	0.0

Figure A-2. FREQUENCY DISTRIBUTIONS FOR EACH AGE (IN YEARS) AT EACH GRADE.

Grade	Males N	Males %	Females N	Females %	Total N
1	155	59.4	106	40.6	261
2	67	62.0	41	38.0	108*
3	25	62.5	15	37.5	40
4	39	60.0	25	38.5	65*
5	24	63.2	14	36.8	38
6	3	75.0	1	25.0	4
Total	313	60.7	202	39.1	516

Figure A-3. GENDER DISTRIBUTIONS, BY GRADE.

*GENDER INFORMATION WAS MISSING FOR ONE STUDENT AT GRADE 4.

Grade	Amer. Ind.	Asian	Black	Hisp.	Other (Anglo)	Missing	Total	%
1	2	5	67	129	58	0	261	50.5%
2	0	1	26	49	32	0	108	20.9%
3	0	0	6	22	12	0	40	7.8%
4	0	0	16	30	18	1	65	12.6%
5	0	0	7	17	14	0	38	7.4%
6	0	0	0	4	0	0	4	0.8%
Total	2	6	131	264	136	2	516	100.0%
%	0.4%	1.2%	23.6%	48.6%	26.0%	0.4%	100.0%	

Figure A-4: ETHNIC DISTRIBUTION OF SUMMER SCHOOL PARTICIPANTS, BY GRADE.

	Overall %	Grade 1	2	3	4	5	6
Chapter 1 Eligible	40%	45%	40%	55%	22%	16%	50%
Chapter 1 Served	37%	42%	36%	52%	22%	16%	50%
Limited English Proficiency	16%	16%	17%	18%	17%	11%	25%
Migrant Eligible	4%	4%	4%	2%	3%	5%	25%
Migrant Served	2%	1%	2%	2%	2%	5%	25%
SCE Reading Eligible	29%	2%	57%	58%	54%	55%	75%
SCE Reading Served	10%	8%	18%	2%	8%	11%	0%
SCE Math Eligible	2[illegible]%	2%	42%	48%	51%	47%	75%
SCE Math Served	[illegible]%	4%	3%	2%	0%	8%	0%
Special Education	15%	15%	13%	20%	20%	8%	0%
Low Income	78%	77%	71%	68%	71%	66%	100%
Total Students at grade:		261	108	40	65	38	4

Figure A-5. PERCENTAGES OF SUMMER SCHOOL PARTICIPANTS AT EACH GRADE ELIGIBLE FOR AND SERVED BY VARIOUS SPECIAL PROGRAMS. N=516

	GRADE					
	1	2	3	4	5	6
Mode	2	3	4	5	1,5,6,7	7
Range	1-3	1-9	1-5	1-6	1-7	7

Figure A-6. YEARS ENROLLED IN AISD--MODE AND RANGE FOR EACH GRADE.

	Grade						
Attendance Rate	1	2	3	4	5	6	Overall %
less than 90%	20.9%	10.3%	6.5%	13.5%	15.4%	100.0%	16.4%
90-91.9%	6.0%	4.4%	3.2%	5.8%	7.7%	0.0%	5.6%
92-93.9%	18.7%	10.3%	3.2%	5.8%	11.5%	0.0%	13.3%
94-95.9%	14.8%	17.6%	12.9%	17.3%	11.5%	0.0%	15.3%
96-97.9%	23.6%	26.5%	45.2%	26.9%	38.5%	0.0%	27.5%
98-100%	15.9%	30.9%	29.0%	30.8%	15.4%	0.0%	21.9%
Total*	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean Attn. Rate	93.1%	95.6%	96.1%	95.1%	94.4%	89.1%	94.2%
Total N	182	68	31	52	26	1	360

Figure A-7. PERCENTAGES OF SUMMER SCHOOL STUDENTS WITH VARIOUS ATTENDANCE RATES DURING THE 1982-83 SCHOOL YEAR, FOR EACH GRADE.

*Totals down may not add to exactly 100, because of rounding.

	Grade						
Days Attended	1	2	3	4	5	6	Overall %
Fewer than 19 days	14.0%	13.2%	7.9%	7.9%	28.9%	0.0%	13.6%
19 days	2.5%	3.8%	5.3%	6.3%	5.3%	0.0%	3.7%
20 days	5.1%	4.7%	2.6%	4.8%	2.6%	0.0%	4.5%
21 days	11.0%	3.8%	0.0%	9.5%	5.3%	33.3%	8.1%
22 days	16.9%	17.9%	28.9%	17.5%	13.2%	0.0%	17.8%
23 days	19.1%	20.8%	21.1%	17.5%	26.3%	0.0%	19.8%
24 days	31.4%	35.8%	34.2%	36.5%	18.4%	66.7%	32.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean Attn. in days	21.1	21.6	22.0	21.9%	19.5	23.0	21.3days
Total N	236	106	38	63	38	3	484

Figure A-8. PERCENTAGES OF SUMMER SCHOOL STUDENTS WITH VARIOUS ATTENDANCE RATES DURING SUMMER SCHOOL. Dropouts (those who missed the entire last week) included.

	Including Dropouts		Excluding Dropouts	
	N	%	N	%
Fewer than 19 days	66	13.6%	37	8.2%
19 days	18	3.7%	15	3.3%
20 days	22	4.5%	22	4.9%
21 days	39	8.1%	39	8.6%
22 days	86	17.8%	86	19.0%
23 days	96	19.8%	96	21.2%
24 days	157	32.4%	157	34.7%
Total	484	100.0%	452	100.0%

Figure A-9. COMPARISON OF ATTENDANCE RATES WITH AND WITHOUT DROPOUTS. Dropouts are defined as those who missed at least the entire final week.

	Mean G. E. Reading Total	N	Mean G.E. Math Total	N
Grade 1	1.1	200	1.3	214
Grade 2	1.9	91	2.4	94
Grade 3	2.9	32	3.1	32
Grade 4	3.5	49	3.6	55
Grade 5	4.8	35	4.8	33
Grade 6	4.8	2	5.1	3

Figure A-10: MEAN ITBS READING TOTAL AND MATH TOTAL SCORES FOR SUMMER SCHOOL PARTICIPANTS AT EACH GRADE.

FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 1 OF 2

LABEL ID ENRSum83 TAPE NO. 92c BY: Carol Penkrate

BLOCKSIZE 122 CHARACTERS 1150 DATE CREATED: 8-83

RECORD SIZE 122 CHARACTERS ____ SUG. SCRATCH DATE: ____

____ DENSITY ____ BPI

SEQUENCE ____

DESCRIPTION 1983 Summer School File

REMARKS ____

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
3	1	3	AUY	File Id	
7	4	10		Id #	
3	11	13		School #	
2	14	15		Reading Series #	2 → 49 (1 missing)
2	16	17		Math Series #	1 → 47
1		18		SS grade	
1		19		Reading Level	
1		20		Math Level	
1		21		1st rec. reading unit	1 = mastery 1st try
1		22		2nd " "	2 = " 2nd try
1		23		3rd " "	3 = Did not master
1		24		4th " "	4 = Absent
1		25		5th " "	5 = Not taught
1		26		1st optional reading unit	6 = Not assessed
1		27		2nd " "	
1		28		3rd " "	
2	29	30		# math skills taught Pre Level	
2	31	34		" " " mastered " "	
2	33	34		# " " taught Alg Level	
2	35	36		" " " mastered " "	
2	37	38		82-83 attendance rate - days absent	
2	39	40		# days attended in SS	
1		41		# years enrolled in AISD	
1		42		Home Contact	1-Yes 2- Unable 3- could not locate
3	43	45		82-83 School	
2	46	47		" Grade	
6	48	53		D. O. B.	
1		54		Sex	
1		55		Ethnicity	
1		56		Low-Income	

FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 2 OF 2

LABEL ID EOPSum93 TAPE NO. _____ BY: _____

BLOCKSIZE _____ CHARACTERS _____ DATE CREATED: _____

RECORD SIZE _____ CHARACTERS _____ SUG. SCRATCH DATE: _____

_____ DENSITY _____ BPI

SEQUENCE _____

DESCRIPTION Summer School File 1993, cont.

REMARKS _____

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
1		57		LEP status (from STUMST)	
1		58		Retention Code	82-83
1		59		Special Circ. #	1-83
1		60		" Cap	
1		61		" Computer	
1		62		" Arithmetic	
1		63		" Computation	
1		64		" Reading Total	
1		65		" Math Total	
4	66	69		GE Vocabulary	
4	70	73		" Comprehension	
4	74	77		" Concepts	
4	78	81		" Problems	
4	82	85		" Computation	
4	86	89		" Reading Total	
4	90	93		" Math Total	
1		94		Migrant Eligible 1,0	
1		95		" Services 1→6	
1		96		Migrant Status	
1		97		" Services	
1		98		SCE Reading Eligible	
1		99		" " Served	
1		100		" Math Eligible	
1		101		" " Served	
1		102		Special Ed	1 = served, else 0
3	103	105		# minutes/day	of Sp. Ed. service
2	106	107		%ile Vocabulary	1-83 ITBS
2	108	109		" Comprehension	
2	110	111		" Concepts	
2	112	113		" Problems	
2	114	115		%ile Computation	1-83 ITBS
2	116	117		" Reading Total	
2	118	119		" Math Total	
3	120	122		# days enrolled	in 82-83 If 999 no attendance info available

STUDENT DATA CARD FOR SUMMER SCHOOL 1983: Teacher_____

Fill in each line: Summer Phone_____

Student (Last, First)_____ ID Number_____

Grade___ School _____ Birthdate _____

Address_____

Father (or Guardian) _____ Mother (or Guardian)_____

Home Phone _____ Home Phone _____

Business Phone _____ Business Phone _____

Living with: ___Father ___Mother ___Both ___Other _____

SPECIAL PROGRAMS 1982-83: ___Chapter 1 ___Chapter 1 Migrant ___SCE

___Sp. Ed. (Resource) Comments:_____

Bilingual Program: LEP Category A___ B___ C___ D___ E___

Spanish Reading Basal completed: Title_____Level_____

ATTENDANCE 1982-83: Days Enrolled (full year = 175) _____ Days Absent _____

Years enrolled in AISD (to closest year) ____

HEALTH ALERT (If any): _____

(Over)

SUMMER SCHOOL TEACHER: KEEP THIS CARD AND GIVE TO DIRECTOR JULY 8TH.

INSTRUCTIONAL INFORMATION

READING:

BASAL COMPLETED:_____

PUBLISHER:_____

RECOMMENDED INSTRUCTIONAL LEVEL:

_____

MOST RECENT ITBS AVAILABLE:
CHECK ONE: ___ 1982-83 ___1981-82

G. E. SCORE: ____VOC. ____COMPREHENSION

STUDENT STRENGTHS:

AREAS STUDENT NEEDS WORK ON:

MATH:

BASAL COMPLETED:_____

PUBLISHER:_____

RECOMMENDED INSTRUCTIONAL LEVEL:

_____

MOST RECENT ITBS AVAILABLE:
CHECK ONE: ___1982-83 ___1981-82

G.E. SCORE: ___COMP. ___CONCEPTS ___PROB.

STUDENT STRENGTHS:

AREAS STUDENT NEEDS WORK ON:

30

Summer School Pilot Project

Appendix B

EMPLOYEE MASTER FILE

INSTRUMENT DESCRIPTION: Employee Master File

Brief description of the data file:

The Employee Master File is a personnel file maintained by AISD's Office of Staff Personnel. The file contains information on each employee's date of employment, position, sex, ethnicity, education, certification, and years of experience in education.

Which students or other individuals are included on the file?

All district employees are included in the file, but only summer school teachers were included in the analyses for this appendix.

How often is information on the file added, deleted, or updated?

Data are collected and updated throughout the year.

Who is responsible for changing or adding information to the file?

Data are entered into the computer file by the Department of Planning and Programming after information is collected by the Office of Staff Personnel.

How was the information contained on the file gathered?

The EMR File is a continuous project of the Office of Staff Personnal and the Department of Planning and Programming.

Are there problems with the information on the file that may affect the validity of the data?

Some information in the file may be out of date, although it should be fairly accurate.

What data are available concerning the accuracy and reliability of the information on the file?

Paper records kept in personnel office.

Are there normative or historical data available for interpreting the results?

Results can be compared to last year's.

Brief description of the file layout:

See Attachment B-1.

EMPLOYEE MASTER FILE

Purpose

The Employee Master File was created in order to answer the following decision and evaluation questions:

Decision Question D1: Were the students served and staffing of summer school appropriate for future summer schools? Are alterations necessary?

Evaluation Question D1-2: What were the characteristics of participating staff by:

- Sex
- Ethnicity
- Years of experience in education
- Educational background
- Certification.

Procedure

A list of teachers accepting assignments for teaching the Summer School Pilot Program (SSPP) was obtained from the Office of Staff Personnel. These teachers' Social Security numbers were matched with the PERDATA file to create a new file on AISD'S IBM 4331 computer. The PERDATA file is an extensive computer file containing information such as Social Security number, date hired, and AISD salary of all AISD employees. Years of AISD experience was added to Years of Experience Outside of AISD to create the new variable, Years of Experience in Education. Highest Degree Earned was the variable used to describe educational background. Three certification variables, Type of Certification, Level of Certification, and Area of Certification, were used to describe teachers' certification status.

Results

The results are narrative descriptions of data from the Employee Master File. While last year's summer school program had a total of 77 teachers participating, this year there were only 49. This year, 84% of the teachers (41) were female while 16% (eight) were male. Last year only 7% of the 77 teachers were male. Twenty-five (51%) of this year's 49 teachers were Anglo, 15 (31%) were Hispanic, and nine (18%) were Black. Out of the 77 teachers last year, 51 (66%) were Anglo, 18 (23%) were Hispanic, and eight (11%) were Black (see Figures B-1, B-2, and B-3).

The following information concerning the participating teachers' years of experience in education includes experience both inside and outside AISD. For both this year and last year, teachers' years of experience ranged from one year to 23 years. This year, the median years of experience was 4.28 years as compared to a median of 5.85 years of experience for the 1982 summer school teachers. Of the 49 teachers this year, 24% held Master's degrees while 40% of last year's 77 teachers held an advanced degree.

Teachers are listed on the PERDATA file as having one to four certificates. There are four types of certifications issued by the Texas Education Agency:

(1) Provisional--entry level with Bachelor's degree from approved teacher's education program;
(2) Professional--three years experience in addition to 30 graduate level credit hours;
(3) One-Year--valid out-of-state certification temporary until City and State requirements are met;
(4) Temporary--limited period of certification pending completion of City and State documentation.

This year as last year most teachers had provisional types of certifications in general elementary education (See Figure B-4). In addition, this year most teachers (82%) had first or second certifications whereas only 18% had third or fourth certifications. Thirteen of the teachers (27%) were listed as certified in Bilingual education, four (8%) were certified in math, four (8%) were certified reading teachers, and seven (14%) were certified as special education teachers.

Grade	Number of Teachers
1	20
2	10
3	4
4	7
5/6	5
LEP	3
Total	49

Figure B-1: DISTRIBUTION OF TEACHERS BY GRADE LEVEL.

SEX

	1982		1983	
	%	N	%	N
Male	6%	5	16%	8
Female	94%	72	84%	41
Total	100%	77	100%	49

ETHNICITY

	1982		1983	
	%	N	%	N
Anglo	66%	51	51%	25
Hispanic	23%	18	31%	15
Black	10%	8	18%	9
Total	100%	77	100%	49

Figure B-2: ETHNICITY AND GENDER BREAKDOWNS FOR SUMMER SCHOOL TEACHERS, 1982 AND 1983.

Note: Percentages do not always add to 100, due to rounding.

DEGREE(S):

	1982		1983	
	%	N	%	N
Bachelor's	60%	46	76%	37
Master's	40%	31	24%	12

CERTIFICATION(S):

		1982	1983
Type:	Provisional	89%	98%
	Other (professional, provisional or one-year)	11%	2%
Level:	Elementary	100%	100%
	Special Education	27%	14%
Area:	General	70%	74%
	Bilingual	20%	27%
	Reading	10%	8%
	Math	6%	8%

Figure B-3: DEGREES AND CERTIFICATIONS OF SUMMER SCHOOL TEACHERS.

Note: Teachers can be certified at more than one level and in more than one area.

Summer School Pilot Project

Appendix C

TEACHER SURVEY

INSTRUMENT DESCRIPTION: Teacher Survey

Brief Description of the instrument:

The Teacher Survey was designed to learn teachers' opinions about the Summer School Project's organization and curriculum. Teachers were also asked about the effectiveness of their inservice training and of the home contacts they made, and about the adequacy of the information they received from their students' previous teachers. The survey combined Likert, check-off, and open-ended items.

To whom was the instrument administered?

All 1983 summer school teachers.

How many times was the instrument administered?

Once to each teacher.

When was the instrument administered?

The surveys were placed in teachers' mailboxes on July 1, 1983, one week before the end of summer school.

Where was the instrument administered?

Teachers could complete the survey wherever they chose.

Who administered the instrument?

It was self-administered.

What training did the administrators have?

N.A.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

Summer School Pilot Project evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No, although some items were the same as last year's and responses could be compared.

TEACHER SURVEY

Purpose

The Teacher Survey was conducted and data from it were collected and analyzed in order to answer the following decision and evaluation questions:

Decision Question D2: Was the structure of summer school appropriate for future summer schools? Are alterations necessary?

Evaluation Question D2-1: What training did staff receive? Did staff feel the training was effective?

Decision Question D3: Should additional information be provided to teachers about the students before the start of future summer school programs?

Evaluation Question D3-2: How valuable were the home visits perceived to be by summer school teachers?

Evaluation Question D3-3: Did teachers feel they needed more information before summer school began?

Procedure

Teachers had been told during inservice sessions that they would be surveyed at some time during summer school. During the next to last week of summer school, a memo was sent to the summer school directors to inform them that the survey would be conducted soon (Attachment C-1). The surveys were hand delivered to teachers' mailboxes on July 1. Teachers were asked to complete the forms and return them to ORE via school mail. Another memo was sent to directors during the last week of summer school, asking them to remind teachers to return the survey. Forty-four of the 49 summer school teachers returned completed questionnaires (90%). Of these 44, 20 taught reading only, 19 taught math only, two taught both reading and math, and three were bilingual teachers. Of the bilingual teachers, one taught reading, one math, and one taught both.

Information from the surveys was transferred to computer coding sheets by an ORE Evaluation Assistant, then entered into a permanent file at the University of Texas. Analyses were done with SPSS subprograms FREQUENCIES and CROSSTABS.

Results

See Attachment C-2 for a breakdown of results for each item. The following is a general summary.

ALL TEACHERS

General:

Ratings of the summer school program's overall organization at the individual schools were very positive, with 40 of the 44 teachers giving it the highest rating. Three of the four who said it was only "adequate" were at the same school. Teachers also rated their schedule and planning time and the pupil/teacher ratio very highly. Each was rated "very good" or "adequate" by 42 of 44 teachers.

Inservice:

Teachers were also, in general, pleased with their inservice training; each topic at each session was rated either "essential" or "very helpful" by at least 91% of the respondents. The May 14 session on the use of the basic curriculum materials was most often rated "essential."

Home Contacts:

When asked to rate the usefulness of home visits and phone calls separately, ratings were almost identical. Thirty-six teachers gave the two methods the same rating, and the correlation between them was 0.66 ($p=.001$). However, when asked directly which method was more useful, 59% of those who responded said home visits, 23% said phone calls, and 18% said no differences. Teachers were asked for comments on home contacts. These comments are listed in Attachment C-3.

Information about students:

Most teachers (28 of the 34 who responded) thought the information on the yellow Student Data Card was at least adequate. Two of the three bilingual teachers found it inadequate. This item appears to have had a confusing format--ten teachers did not answer or gave uncodable answers.

Teachers were to indicate what information from the cards they found most useful. The most frequently checked items by far were "student's grade, home school, age," and "student's specific strengths and weaknesses," while "previous teacher's name and phone number" was checked by the fewest teachers. Twelve teachers (28%) said there was information they wanted but didn't have (see Attachment C-4). The most frequent complaint was that the cards had not been completely filled out.

Curriculum:

It appears that math teachers had more difficulty than reading teachers in following the mastery learning sequence of "teach, test, reteach or enrichment." On the average, math teachers reported that they followed the prescribed sequence less frequently than reading teachers reported following it; when asked to describe any problems they had with following the sequence seven math teachers but only three reading teachers responded. (See Attachment C-5 for a list of problems reported.)

In the teachers' opinions, the relative effectiveness of the various curriculum components differed somewhat in both reading and math. Among reading teachers, the Chicago Mastery Learning Reading system was rated highest, with all the teachers rating it "very effective," the highest rating. Text Extenders, Supplementary Readers, and the library were next, each being called very effective by about three fourths of the teachers. Journal writing was used by only half of the teachers, almost all of them at third grade and higher. Those who did use it rated it the least effective reading component, on the average.

Calculators got the highest rating from the math teachers, though one first grade teacher called them "useless." Math workbooks were rated lowest, though even they were judged either very effective or somewhat effective by 90% of the responding math teachers.

In general, differences in ratings of the math and reading curriculum components showed up as differences in the ratio of "very effective" to "somewhat effective" responses; no component received a negative ("not very effective" or "useless") rating from more than two teachers.

BILINGUAL TEACHERS' RATINGS:

There were three bilingual teachers. One taught reading, one math, and one both. All the bilingual curriculum materials were unanimously rated "very effective." No bilingual teacher reported problems in following the mastery learning sequence, and all said they were usually able to use it. Both of the teachers who responded to the question about the completeness of the information they received on the Student Data Card called the information "inadequate."

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

June 30, 1983

TO: Summer School Directors

FROM: Perry Sailor

SUBJECT: Teacher Survey

As part of the evaluation of this year's Summer School Program, we are surveying the teachers to learn their opinions about how well the program operated, in-service training, the curriculum methods and materials, and home contacts.

The surveys will be placed in individual teachers' mailboxes on Friday, July 1. They should send the completed surveys via school mail to:

Perry Sailor
Administration Annex - Box 79

Approved: _____

cc: Hermelinda Rodriquez

Summer school teachers: Please take a few minutes to answer these questions and return this form to: Perry Sailor, Administration Annex, Box 79. Individual responses will be confidential.

TEACHER SURVEY *

1. In general, how would you rate the summer school's: (Circle one)

	N=44	Very Good	Adequate	Inadequate	Terrible
a.	Organization in your schoool?	91% 1	9% 2	0% 3	4
b.	Teacher schedule and planning time:	80% 1	16% 2	5% 3	4
c.	Pupil-teacher ratio?	82% 1	14% 2	5% 3	4

2. In-service preparation:

Please rate the following topics according to their effectiveness in helping you carry out your summer school duties.

May 14:	N=44	Essential	Very Helpful	Not Helpful	Useless	Did Not Attend	No Answer
a.	Use of the basic curriculum materials	52% 1	39% 2	5% 3	4	5	5%
b.	Use of the extension materials	25% 1	64% 2	7% 3	4	5	5%
June 2							
c.	Keeping attendance, mastery, and home contact records for ORE.	39% 1	52% 2	7% 3	2% 4	5	0%
d.	Use of curricular materials	36% 1	50% 2	7% 3	0% 4	5	7%

Local Campus:	N=44	Essential	Very Helpful	Not Helpful	Useless	Not Covered or Did Not Attend
e.	Techniques for making home visits	32% 1	64% 2	5% 3	4	0% 5
f.	Use of curricular materials	41% 1	52% 2	2% 3	4	5% 5
g.	Use of instructional supplies	45% 1	50% 2	2% 3	4	2% 5
h.	Grouping children	48% 1	48% 2	0% 3	4	5% 5

*Note: Of the 44 teachers who responded, three were bilingual teachers, one of whom taught both reading and math, and two were regular teachers who taught both reading and math. Items 1 to 4c include all 44 teachers, 5a and 5b exclude the teachers who taught both reading and math, and 5c counts those who taught both subjects as reading teachers on the "Reading" items and math teachers on the "Math" items.

44

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Attachment C-2 (Page 1 of 3)

3. **Home Visits, Phone Calls** N=44

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The home visits provided information that was useful in teaching the children.	36%1	52%2	7%3	5%4
b. The phone calls provided information that was useful in teaching the children	34%1	55%2	9%3	2%4

c. Overall, which method (home visits or phone calls) had more impact on how much the student benefited from summer school? Home Visits - 52% Phone Calls - 20% No Difference - 16% No Answer - Uncodable - 1.

d. Do you have any comments on home visits and phone calls to parents? (See Attachment C-3 for comments.)

4. **Information on Students** N=44

	Very Good	Adequate	Inadequate	No Answer or Uncodable
a. How complete was the information you received on the yellow card?	18%1	45%2	14%3	23%

b. Which information was most useful to you? (Check all that apply)

- 39% Previous teacher's name and phone number
- 91% Student's grade, home, school, age
- 68% Special programs (e.g., Chapter 1, SCE) in which the child participated in 1982-83
- 57% Special health problems
- 68% Reading (or math) basal completed
- 55% Recent ITBS scores
- 89% Student's specific strengths and weaknesses

c. Was there any other information about the students that you didn't have but needed? (30% said yes -- see Attachment C-4.)

5. **Curriculum:**

		Always	Usually	Sometimes	Never	No Answer	
a. I was able to follow a sequence in which I taught the total group a skill, tested them, then split them into enrichment and retearning groups.	READING	75%	25%	0%		0%	Reading N: 20
	MATH	37%1	42%2	16%3	4	5%	Math N: 19
	BILINGUAL	100%	0%	0%		0%	Bilingual N: 3

b. If you had problems with following this sequence, please describe.

Described problems: 15% of reading teachers, 37% of math teachers, 0% of bilingual teachers.
See Attachment C-5 for descriptions of problems.

c. How effective were the following materials in promoting learning?

Reading (non-bilingual) N=22	Very Effective	Somewhat Effective	Not Very Effective	Useless	Did Not Use or Missing
CHLR	95%1	0%2	0%3	4	5%5
Library	73%1	23%2	5%3	4	0%5
Journal Writing	18%1	23%2	9%3	4	50%5
Supplementary Readers	73%1	23%2	0%3	4	0%5
Text Extenders	73%1	23%2	0%3	4	0%5

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Math (non-bilingual)	N: 21	Very Effective	Somewhat Effective	Not Very Effective	Useless	Did Not Use or Missing
Math for Everyone		62%1	24%2	5%3	0%4	10%5
Calculators		81%1	14%2	0%3	5%4	0%5
Math Workbooks		43%1	43%2	10%3	0%4	5%5
Base 10 Blocks		67%1	24%2	0%3	10%4	0%5
Pattern Blocks		57%1	38%2	5%3	0%4	0%5
Unifix Cubes		71%1	19%2	10%3	0%4	0%5

d. How effective were the following materials in promoting learning?

	N: 3	Very Effective	Somewhat Effective	Not Very Effective	Useless	Did Not Use
Reading (bilingual)						
Santanilla series		100% 1	2	3	4	5
I Like English series		100% 1	2	3	4	5
Math (bilingual)						
Math materials		100% 1	2	3	4	5

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Home Contact Comments:

"It might be helpful to notify parents during S.S. registration process that the teachers will be contacting them. Some were not to be found!"

"Parents felt more comfortable on the phone than having the teacher in the home."

"I believe home visits are essential in order to clarify the goals of the summer school program to the parents. I encountered parents with several misconceptions about the summer school program. Examples: One parent told me she had signed her children up for summer but decided against it because her child told her the children were only going to play games and go swimming. When I made the home visit and informed her otherwise, she was thankful for the visit. I made the visit because the parent did not have a telephone."

"It orients parents to the program; it's a positive move to make parents and student feel comfortable with the program."

"I feel parents and teachers express feelings that we, as summer school teachers, cannot deal with."

"I feel that this is a very eye-opening experience."

"Many do not have telephones."

"On home visits, I had two who did not keep appointments and one who refused to answer the door. This meant more home visits and extra mileage and time. Perhaps a note to parents before visit would help — from either AISD or local school."

"Two of my home visits were very unpleasant for me and more than likely the parent, as well. Even though they were aware of my appointment to see them, they were not prepared for my visit, when I arrived, and were ill-at-ease in their surroundings with me being in the homes. I felt like I was walking into a dangerous situation and into dangerous neighborhoods. The five homes I did visit in, I did not meet the student, they were not at home at the time of my visit."

"We should have been paid extra for mileage. My gas bill was $100 in June. Helpful."

"List of rules to be followed for behavior and what will be taught should be given to the parents."

"I think they create a positive feeling of parents toward AISD summer school."

"I had two children who were not going to attend until home visits were made. They're a pain, but necessary."

"Very rewarding experience, information collected was very useful."

"The phone call would have been adequate and safer. I hope we can end home visits before something happens that will warrant it."

"Most home visits have to be done in my (sic) p.m. because of working parents - that's the only concern."

"Both were extremely beneficial and parents were very grateful for the time and interest."

"I think the phone calls were less stressful for parents and teachers. I felt phony listening to parents state their child's needs when I knew I already had a program laid out that didn't cover all those needs."

Responses to Item 4c: Was there any other information about the students that you didn't have but needed?

"Reasons student retained. I had serious questions about why some of these students were retained. It appears that there is still wide variation from school to school and classroom to classroom in interpretation of the promotion policy."

"Need for all cards to be completely filled in."

"Perhaps some comments on work habits."

"Things that worked to help with the student's problems (academic behavior)."

"Skills."

"Were any in the process of referral."

"It would have been helpful if there would have been a picture of the child stapled to the yellow card."

"Yes --pictures-- also, several were not filled out."

"Special or specific information about a students background. Ex: Emotional problems that are helpful to know so you can deal with the child better."

"Some were adequate some were not."

"Student's specific strengths and weaknesses. Some teachers did not comment at all. This should be a must for all students retained."

"I wanted to know why some of them were retained. Some were only 1/2 year behind."

"Only that teachers had failed to complete."

Responses to Item 5c: If you had problems following this (mastery learning) sequence, please describe.

"Student absences sometimes complicated the sequence; i.e., students absent after the initial test while others were in reteaching/enrichment groups."

"Some students were slower than others in understanding a skill that had been taught."

"A lot of curriculum - little time."

"Many of the 1st grade children could not work independently, which gave little time to reteach according to our schedule."

"The time period for the students was not adequate. There was too much to teach and students needed more time. There are a lot of learning groups in students. Area of extreme difficulty: fractions."

"Reteaching - students really needed much more time than I had to give in reteaching."

"The second group was always cheated out of time bacause: 1) it required more time to get them back from recreation, and 2) it always required more time to get ready to go home."

"There were too many levels (in one of my classes) to keep up with."

"Time was a factor too. We didn't have much time to reteach and still complete required units."

"I did need to elaborate on enrichment activities."

"The hard part was splitting the children into the different groups. Often ran out of time and didn't get to use calculators especially with the second group."

Teacher Survey: Unsolicited comments.

"I'm concerned that CMLR, while very well structured, appeared to be geared to students other than retainees. On the 5th grade level, the material would seem to benefit from one or two pictures to break the monotony of the mimeograph style printing in the texts. Students indicated that every page in the book looks alike."

"Would like to have had clocks for learning to tell time."

"Having these (reading) materials and facilities made the program very successful. Each of the materials mentioned above played a big part in my reading classes this summer."

"(1) Communication very poor in Houston, Langford, and Pleasant Valley concerning requirements to attend summer school and the purpose of summer school.

"1a-- Summer school as a maintenance program was not stressed--some (many) thought they could go on the the next grade.

"1b-- Student was told (by principal) it was okay to miss the first three days due to vacation.

"1c-- Students not retained attending 1982-83 (Inconsistent with policy--not fair to all.)"

"The math program was greatly improved from last summer. I felt the materials were good and the manipulatives were excellent. I enjoyed the learning environment/atmosphere at (my school).

"Concerns:

(1) Inaccurate information about retentions (from Houston, Langford and Pleasant Hill). Ideas that going to summer school meant you pass to the next grade. In reality, some students actually pass to the next grade.

(2) Information given by principals prior to summer school conflicting with the policy of summer school (example: missing three days for vacation and being told that the child would get calculator prior to attending summer school-- by home school principal)

(3) Children attending summer school for seven days without being retained before being dismissed (even then with a hassle).

(4) If parents are not sending children to summer school, please notify the school. It takes time to track children down. It becomes individual teacher's responsibility to locate students (lots of wrong numbers and addresses on yellow cards).

(5) If students miss two days of unexcused absences and two excused absences, still gets calculator.

Once child misses days to get calculator, stops coming to school. Need for stricter attendance check system. I feel four days is too much to miss.

(6) Look at additional motivational devices."

" Wouldn't have been as successful in teaching were it not for the manipulative materials."

"MCP book (used for bilingual math) is excellent."

"Used tests only (Math for Everyone). Workbooks do not have the same format as tests."

"Teachers did not have (student data cards) completed."

"These 'report card' forms should be given to us at least two weeks before the end of summer school."

"You have helped develop a very helpful and excellent program! Thank you for caring!"

(Referring to Journal Writing item): "I had first and second graders who had difficulty expressing themselves in written language without a tremendous amount of help."

"Some teachers had filled out a minimum of information (on Student Data Cards)."

"Pacing of units didn't make sense. Spent a great deal of time on sets, etc., but only a couple of units on the higher concepts (two-digit numbers, word problems). Much of the supplementary material didn't fit my students' needs."

Summer School Pilot Project

Appendix D

PROJECT RECORDS

INSTRUMENT DESCRIPTION: Project Records

Brief Description of the instrument:

Project Records include information from a number of sources which provided descriptive information on the summer school program. These sources included the AISD grant application to TEA, the publishers' descriptions of curriculum materials, inservice materials developed by AISD staff, a survey of summer school teachers, records kept by teachers, and personal communications with instructional coordinators and other AISD staff through conversations and memos.

To whom was the instrument administered?

Administration and teachers involved in summer school planning and implementation.

How many times was the instrument administered?

Information was gathered many times.

When was the instrument administered?

Information was gathered at various times before, during and after the summer school session.

Where was the instrument administered?

At various locations.

Who administered the instrument?

Information was gathered and condensed by ORE summer school staff.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

ORE staff developed questions.

What reliability and validity data are available on the instrument?

Not applicable.

Are there norm data available for interpreting the results?

Not applicable.

PROJECT RECORDS

Purpose

Summer School Pilot Project records were reviewed in order to answer the following decision and evaluation questions:

Decision Question D2: Was the structure of summer school appropriate for future summer schools? Are alterations necessary?

Evaluation Question D2-1: What training did staff receive? Did staff feel the training was effective?

Evaluation Question D2-2: How did the teachers rate the summer school organization and scheduling on the local campuses?

Evaluation Question D2-3: What did the math curriculum include (including materials and equipment needed)?

Evaluation Question D2-4: What did the reading curriculum include (including materials and equipment)?

Evaluation Question D2-5: What did the LEP curriculum include?

Evaluation Question D2-6: What activities were included in community schools?

Evaluation Question D2-7: Who planned the programs? What aspects did each planner organize?

Procedure

Project Records refer to a number of sources which provide descriptive information about the summer school program, both as it was planned and as it was actually implemented. Sources of information about the program as planned included: the AISD grant application to TEA, descriptions contained in promotional materials distributed by the curriculum publishers, the materials themselves, information given to teachers at inservice sessions, and personal communications from AISD staff members in planning the program.

Descriptions of the program as planned are supplemented by descriptions of the program as it was actually implemented. The sources of this information are: classroom observations (Appendix E), the Teacher Survey (Appendix C), and personal communications with program administrators and teachers.

After a general project description, results are discussed below by Evaluation Question.

Results

General Description: The 1983 summer school for retainees was conducted from June 6 through July 8, 1983, and enrolled 510 students from grades 1 through 6 in the regular classes and another 34 in bilingual classes. Classes were held at Becker, Brooke, Cook, Maplewood, Rosedale, and St. Elmo elementary schools. Forty-six teachers taught in the regular program and three in the bilingual program, making for pupil/teacher ratios of 11.1/1 and 11.3/1 respectively.

Because the program was open only to 1982-83 retainees this summer, enrollment was smaller than last year's. Planning was directed toward a possible enrollment of 800 students, but actual enrollment was 544. The basic daily program included 90 minutes each of reading and math instruction, and one hour of supervised recreational activity, (snack, restroom break, and a Community School activity of the student's choice). The school day lasted from 8:30 to 12:30.

Summer school teachers were selected by the following criteria:

- -years of experience in AISD;
- -years of experience at their grade level;
- -recommendations by instructional coordinators and principals;
- -lack of experience in teaching summer school.

The teachers attended a total of 2½ days of inservice training, including two sessions on the use of the curricular materials and sessions on using instructional materials, required record-keeping, and effective home contacts. Inservice time was also spent making the home contacts (home visits and phone calls) and preparing the classrooms.

After classes ended, parents were sent letters about workbook assignments or exercises to be completed during the five weeks following the end of summer school.

An award system was used again this year. Intermittent awards for performance, appropriate classroom behavior, and attendance (usually scented stickers) were given. Independent reading was encouraged by awarding paperback books. Finally, children who had two or fewer absences were allowed to keep the calculators they used in math instruction.

Evaluation Question D2-1: What training did staff receive? Did staff feel the training was effective?

Teachers were instructed on use of the curricular and extension materials during two half-day inservice sessions, on May 14 and June 2. In addition, training sessions were held on the local campuses for a half day each on May 31 and June 2. Topics for the local sessions varied, but usually included training in making effective home contacts (five of six schools), information about campus-level procedures, and further discussion of curriculum (including Community School). Teachers' ratings of each aspect of their training are discussed in detail in Appendix C; generally these ratings were quite positive.

Evaluation Question D2-2: How did the teachers rate the summer school organization and scheduling on the local campuses?

There were three items on the teacher survey related to this evaluation question. Teachers were asked to rate the summer school program's overall organization at their campus, their schedule and planning time, and the pupil/teacher ratio. Of the 44 teachers who responded, 40 gave the overall organization the highest possible rating; scheduling and planning time and PTR were given the highest rating by 35 and 36 teachers, respectively. Most of the low ratings on the first two items came from the same school. For a more detailed breakdown, see Appendix C.

Evaluation Question D2-3: What did the math curriculum include (including materials and equipment needed)?

The overall objectives of the math curriculum are contained in Attachment D-1. The math materials Math for Everyone were developed by the Educational Service Center, Region XIII, and were supplemented by a workbook, Succeeding in Mathematics, and several kinds of supplemental materials (e.g., calculators, pattern blocks, Unifix cubes).

Teachers at all levels were to emphasize units grouped under the the headings Number and Numeration and Problem Solving (see Attachment D-1). Such areas as Addition and Subtraction, Multiplication and Division, and Measurement were left for the follow-up phase of the program.

The curriculum was to be taught as follows:

- 10 minutes: group motivational activities (e.g., number games);
- 30 minutes: whole class instruction using Math for Everyone;
- 30 minutes: small group instruction/independent practice using the Succeeding in Mathematics workbook and the various manipulative materials.
- 20 minutes: enrichment activities, using calculators and teacher resource books.

After completing instructional activities for a unit, students were to be given a "formative" test. Students were required to answer 80% of the items correctly to be considered to have "mastered" the skill. Students achieving mastery were to work on enrichment activities, while those who did not were to receive additional instruction on the same skill unit and be retested with a "summative" test. (Students' performance on these tests is discussed in Appendix F.)

Evidence concerning the extent of adherence to the prescribed sequence comes from two sources. First, the results of the Teacher Survey indicated that 37% math teachers reported "always" following it and another 42% "usually" did. Problems in following the sequence were described by 37%. Problems cited by teachers are listed in Attachment C-5.

Second, the ORE evaluation assistant who conducted the classroom observations in first-grade classes reported that in most cases teachers did follow the suggested schedule. He did note that in four or five cases, mostly in math, new skills were taught before a student met the mastery criterion on a prior skill. Because of time pressure and student absences, the teachers thought it necessary to move on rather than hold students behind for reteaching and testing. The rationale used by the math teachers was that the skills to be learned this summer were not necessarily dependent on each other. It should be emphasized again that the observations were conducted in first-grade classes only and that the observer did report that in most cases teachers had students who passed the formative test work on enrichment activities while the teacher retaught and retested the other students.

Evaluation Question D2-4: What did the reading curriculum include (including materials and equipment)?

The skill units to be taught under the Chicago Mastery Learning Reading system are listed in Attachment D-2. The CMLR materials were developed by the Board of Education of the City of Chicago and published by Mastery Education of Watertown, Massachusetts. Materials used at each grade level are listed in Attachment D-3.

At the first-grade level, about half of the CMLR time was to be spent in developing word attack/study skills, while the other half was to be spent in improving comprehension skills. At grades two through six, comprehension was to be emphasized. The specific required and optional units to be covered are listed in Attachment D-2.

CMLR materials were to be taught to the entire group. As in the math program, students were to be given a formative test on the unit just taught. Students answering at least 80% of the items correctly were to be considered to have mastered the unit and were to receive CMLR enrichment activities, while those who did not were to receive corrective instruction, after which they were to be retested. Eighty percent was again the mastery criterion on the second, "summative" test. For those who failed to master a unit, review material was built into the next unit. Students engaged in enrichment activities could also serve as peer tutors, or they could read supplementary materials.

CMLR was to be used for one hour. For the other half hour, activities could include journal writing, library visits, independent reading, or story reading in groups. Again, the observer reported that, at least at first grade, the schedule was usually followed.

Evaluation Question D2-5: What did the LEP curriculum include?

The Santillana Lectura en Dos Indiomas was used for Spanish reading instruction. Students were administered a placement test to determine specific skills to be taught. Typically, each day students were to read both orally and silently from a basal reader and complete tasks in their workbooks. Both word attack and comprehension skills were emphasized.

Other curricular activities included having students listen to stories read by the teacher or from tape recordings, and reading a daily riddle and trying to solve it. Students were also encouraged to read supplementary readers and library books.

Spanish reading was to be taught for one hour. The other half hour each day was for instruction in English as a second language. The core material for ESL was the I Like English program from Scott, Foresman, which emphasized vocabulary development. The DLM Photo Library was also used to refine vocabulary.

The math program in Spanish from Scott, Foresman, Matematicas, conceptos y practica, was used for math instruction. Number recognition and basic addition and subtraction facts were taught. The DLM photo library was again used to reinforce mathematical concepts, as were manipulatives. Math instruction lasted 90 minutes daily.

A mastery-learning approach was adapted to the entire LEP curriculum, both reading and math. Attachment D-4 describes ESL and Math curriculum content.

Evaluation Question D2-7: Who planned the program? What aspects did each planner organize?

The Director of Elementary Management was the overall supervisor of the summer school program. She appointed a committee which helped in setting up the mechanical operation of the program, including enrollment, student record forms, transportation, buildings, assigning students to campuses, and overall organization and policies for the program. The committee included representatives of the Departments of Transportation, Food Services,

Community Education, Applications and Compliance, the Office of Research and Evaluation, and the elementary instructional coordinators and teachers. Four instructional coordinators on the committee were responsible for planning and developing curricula in reading, math and bilingual , respectively. These members were also responsible for selecting and adapting appropriate materials, assisting directors and teachers during summer school, conducting inservice sessions for teachers and directors, and developing instructions for and delivering the followup activities. ORE developed guidelines for making home contacts.

The Grants Planning Coordinator for Applications and Compliance developed the grant proposal in consultation with others. The evaluation was carried out by a district-paid evaluator and two grant-paid evaluation assistants, in consultation with others involved (mostly the Instructional Coordinators). ORE staff also provided some staff development for summer school teachers.

Other AISD administrators and secretaries assisted with some aspects of the program. Personnel's primary duties related to hiring and payroll; transportation helped with assigning and busing students; the school plant handled utilities and custodial services; and finance worked on monetary paperwork. Community school staff organized their activities.

Evaluation Question D2-6: What activities were included in community schools?

Attachment D-5 gives a complete list of community school activities at each campus. These activities included various arts and crafts and physical education activities, as well as movies, table games, creative drama, and typing.

The Director of the Community Education Program reported that in addition to providing a break between the intense reading and math classes,

> "many of the Community Education activities were planned to enhance children's self-concepts, teach socialization skills, and reinforce material taught in the classroom. For example, table games such as Bingo, checkers, and Concentration (a memory game) were selected to help build concentration, memory, number and letter identification skills; at St. Elmo, the Summer School Director selected a 'word of the day' such as 'nutrition' and this word provided the theme for all classroom and community education activities; art classes helped build self-awareness through discussion of drawings of self and home, (and) creative drama was used to reinforce material covered in reading classes."

The Director also reported that the instructor/student ratio improved from last year's 1/26 to 1/15 and that discipline and class management improved.

Materials Summary:

Attachment D-6 summarizes the materials emphasized in this summer's program on a form provided by TEA.

Name: _____ Teacher: _____

First Grade: Individual Student Record

Teachers highlight objectives which have been mastered.

Number and Numeration		Addition and Subtraction		Measurement	
N 1	Members of Sets	+ 1°	Meaning of Addition	M 1°	Time: to half-hour
N 2°	One-to-One Correspondence	+ 2°	Meaning of Subtraction	M 2°	Money: Coins
N 3	Number of a Set: to five	+ 3	Combinations: Same Sum	M 3°	Money: Value of Coins
N 4	Number Recognition, • to ••••	+ 4(°)	Order Property	M 4°	Length: Compare
N 5°	Zero	+ 5(°)	Identity Element: Zero	M 5°	Length: Order
N 6	Number of a Set: to 12	+ 6	Related + and - Sentences	M 6°	Weight: Compare
N 7	Construct Set of Given Number	+ 7(°)	Building a Ten	M 7°	Weight: Order
N 8	Order Sets	+ 8°	Know Addition Facts	M 8°	Volume: Compare
N 9	Number: One More, One Less	+ 9(°)	Grouping Property	M 9°	Volume: Order
N 10	Numerals: 1 to 5	+ 10°	Know Subtraction Facts	M 10°	Temperature: Compare
N 12°	Count: to 5, 12	**Problem Solving**		M 11°	Temperature: Order
N 13°	Number Recognition, 0 to 12	P 1°	Classify by Attributes	M 12°	Time: Vocabulary
N 14°	Numerals and words, 0 to 12	P 2°	Complete a Pattern	M 13°	Money: Equivalent Coin Sets
N 15°	Write Numerals: to 12	P 3°	Word Problem ↔ Number Sentence	M 14°	Money: Problems
N 16(°)	Compare Numbers: to 12	**Geometry**		M 15	Length: Nonstandard Units
N 17	Before, After, Between	G 1°	Position and Comparison	M 16(°)	Length: To Inch, Yard
N 18(°)	Order Numbers	G 2(°)	Circle and Polygons	M 17	Weight: Nonstandard Units
N 19(°)	Use Ordinal Numbers	G 3(°)	3-Dimensional Figures	M 18(°)	Weight: To Pound
N 20°	Group and Count by Tens			M 19	Volume: Nonstandard Units
N 21(°)	2-Digit Numerals	*Prerequisite objectives for TABS are underlined. Objectives directly tested by TABS are ringed.*		M 20(°)	Volume: to Cup, Quart
N 22	Name Fraction Models			M 21(°)	Time: Use Calendar

Name:_____ Teacher:_____

Second Grade: Individual Student Record

Teachers highlight objectives which have been mastered.

Number and Numeration

N 12*	Count: to 20	
N 13*	Number Recognition, 0 to 12	
N 15*	Write Numerals: to 20	
N 16*	Compare Numbers: to 12, to 100	
N 17	Before, After, Between	
(N 18*)	Order Numbers	
N 19*	Use Ordinal Numbers	
N 20*	Group and Count by Tens	
N 21*	2-Digit Numerals	
N 22	Name Fraction Models	
N 23(*)	3-Digit Numerals	
(N 24*)	Read & Write Numerals to 100	
N 25	Count by 2's, 5's, 10's	
(N 26(*)	Identify, Name, Write Fractions	

Addition and Subtraction

+ 3*	Meaning of Subtraction	
+ 4*	Order Property	
+ 5*	Identity Element: Zero	
+ 6	Related + and - Sentences	
+ 7*	Building a Ten	
+ 8*	Know Addition Facts	
+ 9(*)	Grouping Property	
+ 10*	Know Subtraction Facts	
+ 11	Supply Missing Addends	
+ 12*	+: 2 Digits, No Regrouping	
+ 13*	-: 2 Digits, No Regrouping	
+ 14(*)	+: 2 Digits, Regrouping	
+ 15(*)	-: 2 Digits, Regrouping	
(+ 16(*)	+: 3 Digits, Regrouping	

Problem Solving

P 3*	Word Problem ↔ Number Sentence
P 4*	Read Picture & Bar Graphs
P 5	Make Picture & Bar Graphs

Measurement

M 1*	Time: to half-hour
M 2*	Money: Coins
M 3*	Money: Value of Coins
M 12*	Time: Vocabulary
M 13*	Money: Equivalent Coin Sets
M 14*	Money: Problems
M 16*	Length: To Inch, Yard, Foot
M 18(*)	Weight: To Pound, Ounce
M 20*	Volume: To Cup, Quart, Pint
M 21*	Time: Use Calendar
M 22	Time: To Five Minutes
M 23	Time: Vocabulary
M 24	Time: Read and Write
M 25*	Money: Problems with Coins
M 26	Length: To Centimeter, Meter
M 27	Weight: To Kilogram
M 28	Volume: To Liter
M 29	Temperature: To 10 Degrees

Geometry

G 2*	Circle and Polygons
G 3*	3-Dimensional Figures

Prerequisite Objectives for TABS are underlined. Objectives directly tested by TABS are (ringed).

Name: _____ Teacher: _____

Third Grade: Individual Student Record

Number and Numeration

N	16*	Compare Numbers: to 100
N	18*	Order Numbers
N	23*	3-Digit Numerals
N	24*	Read and Write Numerals to 9999
N	25	Count by 2's, 5's, 10's
N	26*	Identify, Name, Write Fractions
N	27*	Write Dollars and Cents
N	28	>, <, or =
N	29	Even or Odd
N	31(*)	Tenths and Hundredths

Addition and Subtraction

+	2*	Meaning of Subtraction
+	4*	Order Property
+	8*	Know Addition Facts
+	9*	Grouping Property
+	10*	Know Subtraction Facts
+	11	Supply Missing Addends
+	14*	+: 2 Digits, Regrouping
+	15*	-: 2 Digits, Regrouping
+	16*	+: 3 Digits, Regrouping
+	17(*)	-: 3 Digits, Regrouping
+	18(*)	Use Money Notation
+	19(*)	+: 4 Digits, Regrouping

Multiplication and Division

X	1*	Meaning of Multiplication
X	2	Determine x facts
X	3*	x by Zero
X	4*	x by One
X	5	Order Property
X	6(*)	Know x Facts
X	7(*)	Meaning of Division
X	8	x and ÷ : Inverses
X	9	Supply Missing Factor
X	12(*)	1 Digit x Multiple of 10
X	13	1 Digit x 2 Digit, No Regrouping
X	14(*)	1 Digit x 2 Digit, Regrouping
X	15(*)	x by 10, 100, 1000
X	16(*)	x by Multiple of 100
X	17	÷ 2 Digit by 1 Digit, No Remainder
X	18(*)	3 Digit x 1 Digit

Problem Solving

P	4*	Read Picture and Bar Graphs
P	5	Make Picture and Bar Graphs
P	6*	Estimate: for + and -
P	7*	Patterns, Sequences
P	8*	Word Problems: + and -
P	9(*)	Word Problems: x and ÷

Measurement

M	3*	Money: Value of Coins
M	16*	Length: To Inch, Yard, Foot
M	18*	Weight: To Pound, Ounce
M	20*	Volume: To Cup, Pint, Quart, Gallon
M	22	Time: To Five Minutes
M	23	Time: Vocabulary
M	24	Time: Read and Write
M	25*	Money: Problems with Coins
M	26	Length: To Centimeter, Meter
M	29	Temperature: To 10 Degrees
M	30	Money: Equivalent Coin Sets
M	31*	Money: Relative Values
M	32(*)	Money: More? or Change Due?
M	33(*)	Weight: Use Scale Balance
M	34	Temp.: Degrees. Boil, Freeze
M	35	Temp.: To Nearest Degree
M	36*	Appropriate Units of Measure
M	37	Perimeters

Geometry

G	2	Circle and Polygons
G	3*	3-Dimensional Figures

● *Prerequisite Objectives for TABS are underlined. Objectives directly tested by TABS are ringed.*

Name: _____ Teacher: _____

FOURTH GRADE: INDIVIDUAL STUDENT RECORD

Teachers highlight objectives that have been mastered.

Number and Numeration

- N 18* Order Numbers
- N 23* 3-Digit Numerals
- N 24* Read & Write Numerals to 9999
- N 26* Identify, Name, Write Fractions
- N 27* Write Dollars and Cents
- N 28 >, <, or =
- N 29 Even or Odd
- N 30* Read & Write Numerals
- N 31* Tenths and Hundredths
- N 32 Round Numbers
- N 33(*) Equivalent Fractions
- N 34(*) Fractions → Decimals

Addition and Subtraction

- + 8* Know Addition Facts
- + 9* Grouping Property
- + 10* Know Subtraction Facts
- + 17* −: 3 Digits, Regrouping
- + 18* Use Money Notation
- + 19* +: 4 Digits, Regrouping
- + 20* −: 4 Digits, Regrouping
- + 21* +: Rewriting Vertically
- + 22* −: Rewriting Vertically
- + 23* + or −: Decimals

Multiplication and Division

- X 1* Meaning of Multiplication
- X 2 Determine x Facts
- X 3* x by Zero
- X 4* x by One
- X 5 Order Property
- X 6* Know x Facts
- X 7* Meaning of Division
- X 8 x and ÷: Inverses
- X 9 Supply Missing Factor

Multiplication and Division, Cont.

- X 10 ÷ by 0: Not Possible
- X 11 Grouping Property
- X 12* 1 Digit x Multiple of 10
- X 14* 1 Digit x 2 Digit, Regrouping
- X 15* x by 10, 100, or 1000
- X 16* x by Multiple of 100
- X 18* 3 Digit x 1 Digit
- X 19* 2 Digit x 2 Digit
- X 20* ÷ 3 Digit by 1 Digit, No r.
- X 21* 3 Digit x 2 Digit
- X 22(*) ÷ 3 Digit by 1 Digit, with r.
- X 23* ÷ 4 Digit by 1 Digit, with r.
- X 24 x by Multiple of a Power of 10
- X 25 ÷ Multiples of 10

Problem Solving

- P 4* Read Picture & Bar Graphs
- P 6* Estimate: for + and −
- P 7* Patterns, Sequences
- P 8* Word Problems: + and −
- P 9* Word Problems: x and ÷
- P 10* Use Map
- P 11* Use Chart or Table
- P 12(*) Read Line Graphs
- P 13 Construct Graphs
- P 14 Estimate: for x
- P 15(*) Word Problems: +, −, x, ÷
- P 16 Problems with Measures
- P 17 Problems: Extraneous Data
- P 18 Problems: Missing Facts
- P 19 Averages

Measurement

- M 16* Length: To Inch, Yard, Foot
- M 18* Weight: To Pound Ounce
- M 20* Volume: To Cup, Quart, Pint, Gal.
- M 22 Time: To Five Minutes
- M 24 Time: Read and Write
- M 26 Length: To Centimeter, Meter
- M 30 Money: Equivalent Coin Sets
- M 31* Money: Relative Values
- M 32* Money: More? or Change Due?
- M 33* Weight: Use Scale Balance
- M 34 Temp.: Degrees, Boil, Freeze
- M 35 Temp.: To Nearest Degree
- M 36* Appropriate Units of Measure
- M 37 Perimeters
- M 38* Time: To Nearest Minute
- M 39 Units of Metric Measure
- M 40 Volume: To Liter, Milliliter
- M 41 Area

Geometry

- G 2* Circle and Polygons
- G 3* 3-Dimensional Figures
- G 4 Point, Line, Ray, Angle
- G 5 Lines

* Prerequisite objectives for TABS are underlined. Objectives directly tested by TABS are circled.

Name: _____ Teacher: _____

FIFTH GRADE: INDIVIDUAL STUDENT RECORD

Teachers highlight objectives that have been mastered.

Number and Numeration

- N 18* Order Numbers
- N 28 >, <, or =
- N 30* Read & Write Numerals
- N 31* Tenths and Hundredths
- N 32 Round Numbers
- N 33* Equivalent Fractions
- N 34(*) Fractions → Decimals
- N 35* >, <, or =: Decimals
- N 36(*) Fractions on Number Line
- N 37* >, <, or =: Fractions
- N 38(*) Fractions in Lowest Terms
- N 39(*) Mixed Numeral ⟷ Fraction
- N 40 Fraction as Division

Addition and Subtraction

- + 8* Know Addition Facts
- + 10* Know Subtraction Facts
- + 20* -: 4 Digits, Regrouping
- + 21* -: Rewriting Vertically
- + 22* -: Rewriting Vertically
- + 23* + or -: Decimals
- + 24(*) + or -: Fractions

Multiplication and Division

- X 6* Know x Facts
- X 9 Supply Missing Factors
- X 10 ÷ by 0: Not Possible
- X 12* 1 Digit x Multiple of 10
- X 14* 1 Digit x 2 Digit, Regrouping
- X 15* x by 10, 100, or 1000
- X 16* x by Multiple of 100
- X 18* 3 Digit x 1 Digit

Multiplication and Division cont.

- X 20* ÷ 1 Digit by 1 Digit, No r.
- X 21* 3 Digit x 2 Digit
- X 22* ÷ 1 Digit by 1 Digit, with r.
- X 23* ÷ 4 Digit by 1 Digit, with r.
- X 24 x by Multiple of a Power of 10
- X 25 ÷ Multiples of 10
- X 26 3 Digit x 3 Digit
- X 27 x: up to 4 Digits
- X 28* x: Money
- X 29* ÷: Money
- X 30 ÷ 4 Digit by 2 Digit
- X 31 x: Fractions, Model
- X 32 x: Fractions
- X 33 x: Fraction and Whole Number
- X 34 x: Mixed Numbers
- X 35* x: Decimal in One Factor

Problem Solving

- P 4* Read Picture & Bar Graphs
- P 6* Estimate: for + and -
- P 10* Use Map
- P 11* Use Chart or Table
- P 12* Read Line & Circle Graphs
- P 13 Construct Graphs
- P 14 Estimate: for x
- P 15* Word Problems: +, -, x, ÷
- P 16 Problems with Measures
- P 17 Problems: Extraneous Data
- P 18 Problems: Missing Facts
- P 19 Averages
- P 20 Estimate: for ÷
- P 21 Classify; Order; Form Sets
- P 22 Problems: 2 Operations
- P 23 Types of Graphs

Measurement

- M 1a* Length: To Inch, Yard, Foot
- M 20* Volume: To Cup, Quart, Pint, Gal.
- M 26 Length: To Centimeter, Meter
- M 32* Money: More? or Change Due?
- M 33* Weight: Use Scale Balance
- M 36* Appropriate Units of Measure
- M 37 Perimeters
- M 39 Units of Metric Measure
- M 40 Volume: To Liter, Milliliter
- M 41 Area
- M 42* Length: To Half-Inch
- M 43* Volume: Teaspoon, Tablespoon
- M 44 Circumference
- M 45 Cubic Volume
- M 46 Angles

Geometry

- G 2* Circle and Polygons
- G 3* 3-Dimensional Figures
- G 4 Point, Line, Ray, Angle
- G 6* Quadrilaterals
- G 7 Parts of a Circle
- G 8 Kinds of Angles
- G 9 Kinds of Triangles
- G 10 Construct Congruent Line Segments
- G 11 Construct Angle, Given Degrees
- G 12 Construct Circle, Given Radius

Prerequisite objectives for TABS are underlined. Objectives directly tested by TABS are circled.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction
Department of Elementary Education

CHICAGO MASTERY LEARNING READING

SKILL UNITS TO BE TAUGHT

GRADE 1 - LEVEL 1 - RED

Word Attack/Study Skills

Required Units:

Unit 4	Sight Words I
Unit 5	Sight Words II
Unit 7	Sight Words III
Unit 9	Sight Words IV
Unit 14	Compound Words

Optional Unit:

Unit 4	Titles

Comprehension

Optional Units:

Unit 5	How and Why Questions
Unit 6	Context Clues I
Unit 7	Context Clues II - Synonyms/Antonyms
Unit 8	Words That Describe

GRADE 2 - LEVEL 2 - GREEN

Comprehension

Required Units:

Unit 3	Picturing Details in Reading
Unit 4	Cause and Effect
Unit 10	Inference I
Unit 5	Using Context Clues
Unit 7	Sentence Meaning

Optional Units:

Unit 12	Inference II
Unit 6	Categorizing
Unit 2	Sentences in Sequence

GRADE 3 - LEVEL 3 - ORANGE

Comprehension

Required Units:

Unit 2 Sequence in Stories
Unit 4 Topic Sentences
Unit 5 Fact and Opinion

Optional Units:

Unit 3 Predicting Outcomes
Unit 8 Cause and Effect

GRADE 4 - LEVEL 4 - BLUE

Comprehension

Required Units:

Unit 1 Topic Sentence
Unit 2 Sequence
Unit 3 Fact and Opinion

Optional Units:

Unit 4 Compare and Contrast
Unit 5 Using Context Clues

GRADES 5 AND 6 - LEVEL 5 - TAN

Comprehension

Required Units:

Unit 1 The Five W's
Unit 2 Main Idea and Detail
Unit 5 Analyzing Information

Optional Units:

Unit 4 Summarizing
Unit 6 Sensory Images

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction
Department of Elementary Education

SUMMER SCHOOL MATERIALS BY GRADE LEVELS

MATERIALS	GRADES 1	2	3	4	5-6
CMLR (Mastery Education Corporation)	•	•	•	•	•
Text Extenders (Scholastic)	•	•	•	•	•
Little Trolley (Economy)	•	•	•		
Real or Make Believe (Modern Curriculum Press)	•	•			
Primary Books (Modern Curriculum Press)	•				
Pets (Bowmar-Noble)			•		
Mini-Books (Houghton-Mifflin)		•	•	•	•
Triple Takes (Reader's Digest)			•	•	•
Gold Dust (Bowmar-Noble)				•	•

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction
Department of Elementary Education

SCOTT, FORESMAN'S I LIKE ENGLISH

Unit 1 - Lesson 1
To identify people and things

Lesson 2
To learn the present tense of have and short answers;
To express possession and to ask and answer questions

Lesson 3
To use the pronouns he/she with have and in short answers;
To identify things belonging to others

Lesson 4
To learn the verb want; To express a desire for certain foods

Lesson 5
To learn the interrogative pronoun what; To ask questions about what others have or want

Lesson 6
To learn negative sentences; To express what one doesn't have or want

Unit 2 - Lesson 7
To learn plural nouns; To identify sets of objects

Lesson 8
To learn questions and answers with like/likes; To ask about what others like and to express what one likes and dislikes

Lesson 9
To learn mass nouns and negative sentences with like;
To identify foods that one likes and dislikes

Lesson 10
To learn patterns with some and any; To identify what one has or wants

Lesson 11
To learn infinitives; To identify activities

Lesson 12
To learn direct objects following infinitives; To identify activities that one enjoys

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction
Department of Elementary Education

SCOTT, FORESMAN'S MATEMATICAS, CONCEPTOS Y PRACTICA

Unit 1 - Chapter 1 - The Numbers 0 Through 6

Los Numeros 0 - 6

Chapter 2 - Basic Facts: Sums of 2 Through 6

Nociones basicas (Sumas del 2 al 6)

Unit 2 - Chapter 4 - Basic Facts: Minuends of 2 Through 6

Nociones basicas (Minuendos del 2 al 6)

Chapter 5 - The Numbers 7 Through 10

Los Numeros 7 - 10

Chapter 6 - Basic Facts: Sums and Minuends of 2 Through 6

Nociones basicas (Sumas y minuendos del 2 al 6)

Chapter 7 - Numeration: Order of Tens, Place Value Through 50

Numeracion: Orden de las decenas, Valor posicional hasta 50

Chapter 8 - Basic Facts: Sums and Minuends of 7, 8, 9

Nociones basicas: Sumas y Minuendos del 7 al 9

Chapter 9 - Time

Tiempo

age 73

AUSTIN INDEPENDENT SCHOOL DISTRICT
AUSTIN, TEXAS

MEMORANDUM

TO: Perry Sailor DATE: August 19, 1983

FROM: John Moore II John Moore

SUBJECT: Report on Community Education Summer School Activities

The Community Education Program provided classes and activities for 571 students who attended AISD summer school. The following is a summary of the community school activities provided at each campus:

School	Activities
Becker	Arts & Crafts - painting macrame Physical Education - indoor and outdoor sports Movies on Fridays
Brooke	Arts and Crafts - painting, drawing, paper cutting Physical Education - sports - kickball, softball Game Room - table games, ping pong, four square Special Activities - talent show, ecology assembly
Cook	Physical Education - soccer, basketball, kickball Arts and Crafts Typing Spanish
Maplewood	Art - clay, paper meche, drawing, weaving Creative Drama Physical Education - indoor and outdoor sports Table Games
Rosedale	Gymnastics - trampoline, tumbling, balance beam Arts and Crafts - pottery, painting Physical Education - sports Table Games
St. Elmo	Physical Education - indoor and outdoor sports Arts and Crafts - drawing with paint, pencil, crayon, paper cutting Creative Dramatics - acting out stories from reading class Special events - crime prevention with Austin Police Department

Many of the Community Education activities were planned to enhance the child's self-concept, teach socialization skills and reinforce material being taught in the classroom. For example, table games such as Bingo, checkers and Concentration (a memory game) were selected to help build concentration, memory, number and letter identification skills; at St. Elmo, the Summer School Director selected a "word of the day" such as "nutrition" and this word provided the theme for all classroom

and community education activities; art classes helped build self awareness through discussion of drawings of self and home; creative drama was used to reinforce material covered in reading classes.

Reaction to community education activities from teachers and Summer school directors seems to be good. Early and continuous inclusion of Communtiy Education staff in Summer school planning was very advantageous. With additional planning involving instructional coordinators and community education staff, the community education activities can reinforce to an even greater extent content being taught in the classroom.

Last year the Community Education instructor:student ratio averaged 1:26. This year the ratio averaged 1:15 and there was a significant improvement in discipline and overall student management. The staggered schedules also contributed to the smoother operation of the program.

er

cc: Dr. Gonzalo Garza
W. C. Akins
Hermelinda Rodriguez
Ruth McAllister
Dr. Timmy Baranoff

TEXAS EDUCATION AGENCY

Inter-Office Memorandum

TO: Project Evaluator - Summer School Pilot Project

FROM: Office of Planning and Research

DATE: August 16, 1983

SUBJECT: 1983 SSPP Information

Initially, this office did not request that 1983 Summer School Pilot Projects report on the instructional materials or computer software that was used in the project. At the Project Review Conference the issue was raised and an interest was expressed in sharing this information. To facilitate that process, projects whose summer school curriculum emphasized particular instructional materials or computer software are invited to provide this office with information for dessimination to other districts. If the district decides to share this information, a format is enclosed for its use. This page can be submitted as a part of the Preliminary Project Report this September.

If there are any questions concerning this page or any part of the Preliminary Project Report, please do not hesitate to call this office.

A. Instructional Materials.

If the 1983 SSPP curriculum emphasized the use of one or more commercially available instructional materials (basal readers, kits, etc), please list them below and indicate the grade(s) and subject area(s) for which they were used.

Name of Material	grade	reading	language arts	writing	math	counseling	other
--Chicago Mastery Learning Reading	1-6	x	x				
--Math for Everyone	1-6				x		
--Santillana Lectura en Dos Indiomas	1-6	(Spanish)					
--I Like English	1-6	(ESL)	(ESL)				
--Matematicas. conceptos y practicos	1-6				(Spanish)		

B. Please use the table below to list any computer software that was used by the 1983 SSPP for instruction.

Name of Software	reading	language arts	math	other

Summer School Pilot Project

Appendix E

CLASSROOM OBSERVATIONS

INSTRUMENT DESCRIPTION: Pupil Activities Record-Revised (PAR-R)

Brief Description of the instrument: The Pupil Activities Record-Revised (PAR-R) is a systematic observation instrument designed to record all the activities of a student--including the amount and kind of instruction received--during an instructional day. One student is observed for an entire day to provide an inferential measure of the instruction delivered to all students. The variables observed during the 1983 summer school were determined by the specific Evaluation Questions to be answered, and included whether instruction occurred, the type of instruction (reading or math), the number of adult contacts, group size, whether the student was on- or off-task, mode of instruction (listening, reading, etc.), and whether the student's level of knowledge was assessed.

To whom was the instruction administered?

Twenty-four first-grade students were observed.

How many times was the instrument administered?

One full-day observation per student. (A "full day" of summer school consisted of three scheduled hours of instructional time).

When was the instrument administered?

One observation per day for each school day between June 6 and July 8, 1983.

Where was the instrument administered?

On each of the six school campuses: Becker, Brooke, Cook, Maplewood, Rosedale, and St. Elmo.

Who administered the instrument?

The observer was a graduate student from the University of Texas Department of Educational Psychology.

What training did the administrators have?

The observer had extensive previous experience in making structured behavioral observations and received several hours of training with the PAR-R, coding videotapes.

Was the instrument administered under standardized conditions?

No. Classroom situations varied.

Were there problems with the instrument or the administration that might affect the validity of the data? It was sometimes unclear whether an activity was assessment or instruction. This was usually clarified by asking the teacher at the end of class. As is always true in behavioral observations, the subject of the observation may alter his or her behavior while being observed. The observer tried to minimize this effect by not identifying the student under observation to the student nor to the teacher. However, some teachers may have figured out which student was being observed, or may have altered their behavior toward the class as a whole.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

Interrater agreement on the Basic Instruction variables was .77.

Are there norm data available for interpreting the results?

Data were collected on the same variables during the 1982 Summer School Pilot Project; in recent years, other programs have used the PAR-R during the regular school year.

CLASSROOM OBSERVATIONS

Purpose

The Pupil Activity Record-Revised was used to conduct classroom observations, the data from which were used to answer the following decision and evaluation questions:

Decision Question D2: Was the structure of summer school appropriate for future summer schools? Are alterations necessary?

Evaluation Question D2-8: How were students' learning needs assessed and monitored?

Evaluation Question D2-9: What was the planned and actual pupil/teacher ratio?

Evaluation Question D2-10: How much time did students actually spend in reading and math per day? by campus?

Evaluation Question D2-11: How much of the allotted math and reading time was spent on task?

Evaluation Question D2-13: How much time did students interact with the teachers? How much time did students work on their own? How much time did students work in small groups?

Evaluation Question D2-14: How much time did teachers spend in assessing students' skills?

Procedure

The Pupil Activities Record-Revised (PAR-R) was used to obtain information regarding classroom instruction. This instrument provides an estimate of the amount of time a child is engaged in specific instructional activities. An interval-rating system was used to record behavior every minute of the instructional class time. After each minute, the predominant observed classroom activity was recorded. The Summer School program's instructional component included only math and reading classes. It was decided that this year's observations would be done in first-grade, non-LEP classes only. (Most retainees are first graders.)

Sixteen of the 20 first-grade summer school classes were observed once and four were observed twice. One observation was conducted on each of the 24 days of the program. An observation schedule was developed as follows: The teachers were randomly assigned to an observation day,

with the restriction that all had to be selected once before any could be chosen again. The observer randomly selected (with a random numbers table) a student for observation and two alternates from the students present. The occupied seats in the classroom were assigned numbers by the observer. A number was chosen from a random numbers table; the student sitting in the corresponding seat was observed for the entire instructional day. After the class, the teacher was asked for the names of the observed student and the students in the two succeeding seats. The observed student was never identified to the teacher or the student.

Complete details of the variables recorded and scoring system are contained in the Manual for the Use of the Pupil Activities Record-Revised (PAR-R) (ORE, 1979: 78.48). The variables chosen for observation were the following:

1. Child is engaged in a non-instructional activity (child is given directions, child is engaged in housecleaning, teacher is engaged in class control (discipline), there is a transition in instruction, or other non-instruction).

2. Child is engaged in basic skills instruction (reading, math).

3. Child is in direct contact with the classroom teacher, with another teacher (librarian), with peers, or working alone.

4. Child is on-task or off-task.

5. Predominant mode of instruction (reading, writing, listening, speaking, or a non-language activity such as manipulating blocks or using the calculator).

6. Group size (the number of students in the child's instructional group).

One observer was hired to conduct daily observations. This observer was a Ph. D. student in Educational Psychology at the University of Texas and had completed advanced training in behavioral assessment and classroom observation. In addition, the observer had previous teaching experience. For this project, the observer received five hours of training in using the PAR-R system to record classroom instruction from videotape subsequent to studying the PAR-R manual. During the first week of observations, another evaluation assistant accompanied the observer for one instructional day of co-observation, for the purpose of calibrating observers' responses to similar classroom events. During the last week of summer school, an inter-rater agreement check was made by having the second evaluation assistant co-observe with the observer for a full day.

Following each day's observation, the teacher was asked to clarify the nature of any activities about which the observer was unclear. This usually occurred when the observer couldn't tell if an activity was meant as assessment.

Observations were recorded on the PAR-R scoring sheet contained in Attachment E-1. The form was designed to be read by an optical scanner; however, technical problems in production made the batch of sheets used

in summer school unscannable and necessitated transferring the data to punched cards.

Each form was checked for logic errors. For example, if "Non-instruction" was coded for one minute, "Basic Skills Instruction" could not be coded for the same minute. Corrections were made by the observer and the forms were again checked. When all errors had been corrected, summary statistics were generated, using a computer program developed by ORE staff for scoring the PAR-R.

Results

Results are discussed in terms of evaluation questions.

Evaluation Question D2-8: How were students' learning needs assessed and monitored?

Project Records (Appendix D) as well as observations will be used to answer this question.

To help assess learning needs, reading teachers had information about their students' Iowa Tests of Basic Skills (ITBS) Comprehension and Vocabulary scores, the reader the student used during the 1982-83 school year, and the reading level recommended by the 1982-83 teacher. Math teachers had ITBS Computation and Concepts scores as well as information on basal placement during 1982-83. Both the math and the reading curricula assessed and monitored students' progress with testing after each unit, and retesting, after further instruction, of students who failed the first test.

Observations were conducted in first-grade classes only. There were 24 full-day observations (one per day), with 16 classes observed once and four twice. Of the total 4,320 minutes of activity coded, 3.3% were spent in written assessment activity, or about six minutes per three-hour day. The observer reported some difficulty with this category; often what "looked like" assessment had an instructional purpose, as when students did a workbook exercise on their own while the teacher walked around to check their work. These situations were usually clarified by asking the teacher at the end of class. In any case, although frequent assessment was an integral feature of the mastery learning programs used this summer, students did not appear to spend an inordinate amount of time in assessment activities.

Evaluation Question D2-9: What was the planned and actual pupil/teacher ratio?

The summer school program was originally planned to have one teacher for every 15 students, but with 522 students distributed among 49 teachers, the actual ratio was 1 per 10.6. Based on first-grade classroom observations, the average class size was 10.5, about what one would expect based on average summer school attendance, reported in Appendix A, of 92.1% (11.1 x .921 = 10.2). This is perhaps a more meaningful estimate of pupil/teacher ratio than is one based on enrollment.

Evaluation Question D2-10: How much time did students actually spend in reading and math per day?

Ninety minutes each were allocated for reading and math instruction per day. About 49.2% of the allocated first-grade instructional time was actually spent in basic skills instruction in either reading or math. Of the time scheduled for reading, students spent 46.3% in basic reading instruction (41.6 minutes per day), and of the scheduled math instruction time students actually spent 52.1% in basic math instruction (46.9 minutes per day). Another 1.8% (3.2 minutes per day) was spent in "other instruction"--activities which seemed to the observer to be instructional but which could not be classified as reading or math. The remaining 49.0% (88.2 minutes per day) of class time was spent in such noninstructional activities as receiving directions, housecleaning, class control, transition between activities, and other noninstructional activity (roll call, settling in, and so on).

Written assessment, though it has an instructional purpose, was coded as noninstructional time. This accounted for 3.3% of class time, on the average. Last summer's observations indicated that about 64% of the students' time was spent in basic instruction. The difference may be in part caused by the fact that all of this year's observations were conducted in first-grade classes while only about a third of last year's observations were conducted in first grade, although observations conducted in past years in Title I classes did not show large between-grade differences in noninstructional time. Figure E-2 gives a complete breakdown of time spent in each category.

Evaluation Question D2-11: How much of the allotted math and reading time was spent on task?

Whether or not the student was on task was recorded only when the teacher was engaged in basic skills instruction or when the student had an assigned instructional task. Therefore, "percent of time on task" does not refer to the percent of allotted math or reading time spent on task, but the percentage of the time when basic skills instruction was actually occurring. Of the time spent in basic skills instruction, students spent 92.1% on task.

Evaluation Question D2-13: How much time did students interact with the teacher? How much time did students work on their own? How much time did students work in small groups?

Again, "adult contact" could be coded only during those minutes in which basic skills instruction was also coded. Of the time spent in basic skills, 72.3% was spent interacting with the teacher and another 2.2% with the librarian (Figure E-3).

It is difficult to say precisely how much time students spent working alone, but a good estimate can be made. A group size of "one" was coded for 26.6% of the instructional time, and the observer reported that for almost all of that time the student was truly working alone; only very occasionally did a student work one-to-one with the teacher.

Small group instruction was seldom recorded by the observer. Group sizes from two to seven accounted for only 6.9% of the time spent in instruction. Although it would be conceivable that small-group instruction occurred more frequently and that it just happened that the students who were randomly selected for observations were not chosen for small-group work, the observer reported that almost no small-group instruction occurred and that the low figure recorded is representative of the classes in which he observed.

It could be inferred from this that there was very little "reteaching" of students who failed to master skills on the first try. This interpretation is confirmed by the observer's report that reteaching seldom occurred. Teachers would often instead assign homework to students who failed to demonstrate mastery on the first test, and would have them do the same activities as those students who did achieve mastery. Also, very few students failed mastery tests on the first try (about 12% at first grade), so when reteaching did occur, it would often involve only one student in the class and would not be coded as "small group" work.

A complete group-size frequency breakdown is shown in Figure E-4.

Evaluation Question D2-14: How much time did teachers spend in assessing students' skills?

As noted above in the section concerning assessment of students' learning needs, students spent about 3.3% of their time in assessment activities, or about six minutes per day.

A note on reliability:

Because co-observations occurred on only two occasions, the usual measure of reliability, intraclass correlation, was an unstable and unsatisfactory one. Instead a measure of interrater agreement, Cohen's kappa, was used to measure proportion of agreement across categories (with chance agreement statistically removed from consideration). The most important categories were judged to be math basic skills instruction, reading basic skills instruction, other instruction, and no instruction. These categories are independent, mutually exclusive, and exhaustive, as the statistic requires. The value of kappa for these categories was 0.77, where 0.00 represents chance agreement and 1.00 represents perfect agreement. Formulas for computing can be found in Cohen (1960).*

*Cohen, J. A coefficient of agreement for nominal scales. Educational and Psychological Measurement, 1960, 20, 37-46.

Place	% of total time	Minutes per day
Classroom	88.4%	159.1
Library	6.1%	11.0
Other (e.g., early lunch, restroom)	5.5%	9.9
Total	100.0%	180.0

Figure E-1: PERCENTAGES OF TOTAL TIME AND MINUTES PER DAY SPENT IN VARIOUS LOCATIONS. Total number of minutes = 4320.

Basic Instruction:	% of total time	Minutes per day
Reading	23.1%	41.6
Math	26.1%	47.0
Other or Uncodable	1.8%	3.2
Total Instruction	51.0%	91.8
Non-Instruction:		
Directions	4.7%	8.5
Housecleaning	0.1%	0.2
Transition	11.3%	20.3
Class Control	0.6%	1.1
Other	32.4%	58.3
Total Non-Instruction	49.1%	88.4
Total Time	100.0%*	180.0*

Figure E-2: PERCENTAGES OF TOTAL TIME AND MINUTES PER DAY SPENT IN VARIOUS ACTIVITIES. Total number of minutes = 4320

*Totals not exact because of rounding.

	% of Basic Skills minutes	Minutes per day
Adult Contact:		
Teacher	72.3%	64.4
Librarian	2.2%	2.0
None	25.5%	22.7
	100.0%	89.0*
On or Off Task:		
On task	92.1%	82.0
Off task	7.9%	7.0
	100.0%	89.0
Predominant Instructional mode:		
Reading	9.3%	8.3
Writing	16.1%	14.3
Listening	61.1%	54.4
Speaking	1.1%	1.0
Non-Language	12.4%	11.0
	100.0%	89.0

Figure E-3: PERCENTAGES OF BASIC INSTRUCTIONAL TIME AND NUMBER OF MINUTES PER DAY SPENT IN ADULT CONTACTS, ON OR OFF TASK, AND ENGAGED IN VARIOUS INSTRUCTIONAL MODES. Number of basic skills minutes = 2137.

*Total not exact because of rounding.

83.02

Group Size	Total minutes	% of Basic Skills minutes
1	568	26.6%
2	27	1.3%
3	12	0.6%
4	3	0.1%
5	8	0.4%
6	20	0.9%
7	78	3.6%
8	302	14.1%
9	192	9.0%
10	226	10.6%
11	210	9.8%
12	140	6.6%
13	182	8.5%
14	70	3.3%
15	4	0.2%
16	95	4.4%
Total	2137	100.0%

Figure E-4: NUMBER OF BASIC INSTRUCTION MINUTES AND PERCENT OF BASIC INSTRUCTION TIME SPENT IN GROUPS OF VARIOUS SIZES.

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Summer School Pilot Project

Appendix F

MASTERY TESTS

INSTRUMENT DESCRIPTION: Mastery Tests

Brief Description of the instrument:

Mastery tests assessing students' attainment of instructional objectives were included with the math (Math for Everyone) and reading (Chicago Mastery Learning Reading) curricula. Non-LEP students' performance was assessed with these tests. LEP students' achievement in math and ESL was measured with Spanish-language criterion-referenced tests.

The tests are brief--five or ten items--and cover only the specific objectives taught in the unit just completed. Students' scores on these tests were recorded by teachers on pre-printed record forms.

To whom was the instrument administered?

To students in the 1983 Summer School Pilot Project.

How many times was the instrument administered?

One mastery test was administered to students after each instructional unit was completed. If a student achieved mastery (usually defined as 80% correct), he or she was not tested again on that unit. Students who failed to achieve mastery were given the test a second time after receiving more instruction.

When was the instrument administered?

The first administration of each test followed the completion of basic instruction for that unit. The second administration, for students who failed to demonstrate mastery on the first try, occurred when the teacher completed corrective instruction for that unit.

Where was the instrument administered?

The mastery tests were administered in the classroom.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

Classroom teachers attended inservice sessions concerning curricula and assessment procedures on three different days; they also received detailed instructional manuals.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

The CMLR tests were developed by staff at the Board of Education, City of Chicago Public Schools. The non-LEP math tests were developed by Education Service Center, Region XIII staff. The LEP math and reading tests were developed by Education Service Center, Region XIX staff.

What reliability and validity data are available on the instrument?

None available.

Are there norm data available for interpreting the results?

Students' performance is measured relative to a standard of accuracy on test of mastery of a specific objective, rather than relative to performance of other students.

MASTERY TESTS

Purpose

Mastery test records were reviewed in order to answer the following decision and evaluation questions:

Decision Question D2: Was the structure of summer school appropriate for future summer schools? Are alterations necessary?

Evaluation Question D2-12: How much material were the teachers able to cover in math and reading?

Decision Question D4: Should retainees be encouraged to attend summer school?

Evaluation Question D4-1: Did students meet short-term objectives?

Short-term objectives:

Reading: At the end of summer school, 80% of the participants will have mastered the reading units taught, at the specified level.

LEP reading:

English as a Second Language:

At the end of summer school, students will have mastered units taught at an average level of 75%.

Spanish Reading: At the end of summer school, scores on the posttest for students' instructional level will be higher than their pretest scores for the same level.

Math: By the end of summer school, 80% of participants will have mastered the math skills taught for their instructional level.

LEP Math: At the end of summer school, students will have mastered the units taught at an average level of 75%.

Evaluation Question D4-4: Did home visits have any short-term or long-term effects on achievement? Did phone calls to homes?

Procedure

The mastery tests used in this year's non-LEP Summer School Program were included in curriculum materials for the Chicago Mastery Learning Reading System for reading and Math for Everyone for math. This procedure section will include four subsections: In-Service Training, Reading Mastery, Math Mastery, and LEP Mastery.

In-Service Training

In-service training sessions dealing with the mastery learning curricula, the test themselves, and/or record-keeping were held on May 14 and June 2 for all teachers; most local campus in-service sessions on May 31 discussed the mastery tests as well. At the districtwide sessions the Director of the summer school program and the instructional coordinators for reading, math and bilingual were introduced and discussed their areas. Teachers also met with outside consultants who had helped develop the respective programs. Required units, procedures, scheduling, planning, application, and record-keeping were emphasized during the sessions. Instructional manuals and materials were distributed.

Reading Mastery

Instructions for keeping mastery records were received during the local in-service and printed on the record forms. For each of their students, the teachers were asked to follow the following procedure:

1. In the appropriate space on the top of class progress forms teachers were to write unit numbers and names for all required and optional units.
2. Students were to be listed alphabetically (last name first) down the left-hand margin.
3. If a child mastered the unit (as defined in the unit--usually 80% correct) on the first ("formative") test a check was to be placed under the column headed "F", if the student failed the first test but passed the criterion test, a check was to be placed under the column headed "C." If the student did not master the material even on the criterion test, the teacher was to place a check under the "No" column. (A copy of the CMLR Class Progress form is in Attachment F-1.)

Math Mastery

Mastery tests built into the math materials were used to assess students' mastery of math skills. A color coded (by grade level) sheet containing a listing, at the top, of the math skills to be taught was selected for each student. Mastery criterion was 80% or greater on a unit. The teachers were to follow this procedure:

1. Teachers were to list the names of the students (last name first) down the left margin.
2. After initial instruction, the formative test was to be given and a percent correct score was to be recorded in black ink under the appropriate skill's column if the student achieved mastery.
3. If a student did not reach criterion, the student was retaught while the remainder of the class had some type of enrichment activity such as working with calculators.
4. Math teachers were then to administer a second test to those students who did not reach criterion. Tests were to be scored and percent of items answered correctly recorded in red ink under the appropriate columns. All students participating in the learning activity for a particular skill should have had, at this point, one score marked on their objectives list. On July 8th teachers were to send their mastery records to ORE.

The ORE classroom observer noted that in a few first-grade classes, mostly in math, students were sometimes taught new skills without reaching mastery on a prior skill. Teachers reported that this occurred because of absences and the large amount of material to be covered; some math teachers were of the opinion that the skills involved were not necessarily sequential anyway. Attachment F-2 contains a sample record form.

LEP Mastery

The LEP program consisted of three components: Spanish reading, English as a second language (ESL), and math. The three LEP classes were at Brooke (two) and Becker (one) elementary schools. Math skills taught were similar to those taught in non-LEP classes, but used Spanish-language materials. LEP reading classes, however, differed from non-LEP classes in that LEP classes focused more on basic English language skills development (e.g., use of the verb "want"; use of "he" and "she"). Detailed descriptions of the LEP math and reading curricula are included in Appendix D.

LEP Reading Mastery

The Spanish reading program used a basal series entitled Santillana Lectura en Dos Idiomas. Students were administered a pre- and posttest for each basal reader covered. Teachers were to record the pre- and posttest scores for each student on each reader. See Attachment F-3 for a sample record form.

I Like English was the text used for ESL instruction. Students were tested on each unit covered. For each student on each test, teachers were to record the number of items correct in the column headed "C," The number of items on the test under column "T," and the percent of correct responses under "%." Attachment F-4 contains a sample record form.

LEP Math Mastery

Math mastery records were also maintained by each teacher, and were recorded in much the same way as the ESL records--teachers recorded, for each student on each unit, the number of items correct, the total number of items on the test, and the percent correct. See Attachment F-5 for a sample record form.

Analysis

An ORE Evaluation Assistant coded and recorded the mastery data on IBM coding sheets for keypunching. Because the math program was designed to assess students' mastery of smaller chunks of material, students had many more math test scores than reading test scores. (The mean number of on-level math tests taken was 18.8, while there were only three to five required reading units, depending upon grade level.) For this reason, the mastery results were coded differently for math and reading.

Each reading unit was coded separately, so that the percentage of students achieving mastery could be assessed separately for each unit. In addition, an overall mastery percentage was calculated for each grade level and for the program as a whole by computing the ratio of total units mastered to total units taught. These totals were obtained by summing the number of units taught and the number mastered by each student, across all students.

The large number of math units at each level made it impractical to code each unit separately, so math performance was coded by recording for each student the number of math tests taken and the number mastered. The overall math mastery percentage was computed in the same way as the reading percentage, by calculating the ratio of total units mastered to total units taught, across all students. In addition, the large number of units covered made it possible to compute the percentage of units mastered for each student, and to generate a frequency distribution of these percentages for each grade.

Because the performance objectives were stated differently, the data from the LEP progress records were analyzed differently from the non-LEP data. For ESL and math, it was expected that the overall percent correct (total number correct divided by total items, across all tests) would be 75% or better. For Spanish Reading, it was expected that posttest scores would be higher than pretest scores. Because not all students covered the same material, this was measured at the level of the individual student, i.e., by counting the number of students who met the objective.

Results

The appropriate measure of whether the short term objectives of the regular (i.e. non-bilingual) reading and math programs were met depends upon the interpretation of the objectives. A very strict interpretation would require that 80% of the participants master all the objectives taught. This would be a poorly formulated measure of program effectiveness, however,

because such a measure would fail to discriminate between a student who mastered, for example, five of 20 math units and one who mastered 19 of 20.

The intended objective, as conceived by the AISD staff members who set it, was that students would average 80% mastery; that is, that the ratio of the total number of units mastered to the total number of units taught would be equal to or greater than .80, for both math and reading. As Figures F-1 and F-2 show, the objective was met at every grade in both math and reading; indeed, for three of the five grades in reading and four of the five in math, as well as for each program as a whole, the average mastery rate was well over 90%. (Fifth and sixth graders were taught the same units and were in combined classes. The three sixth graders are counted as fifth graders throughout this Appendix.) All but two of the 19 required reading units across all five grades were mastered by at least 80% of the students taught them (Figures F-3, F-4). Thirteen of the 19 units were mastered by more than 90% of the students taught.

On the optional reading units, students averaged 94.3%, with 460 of 488 units mastered across all grades.

In math, because of the large numbers of units taught at each grade level, the data are presented in an additional, somewhat different way. As Figure F-5 shows, 94.5% of the students mastered at least 80% of the units, with 86.3% exceeding 90% mastery.

LEP Mastery Results:

There were 34 students enrolled in the summer school LEP program, which had three components: English as a Second Language (ESL), Spanish Reading, and Math.

All short term objectives were met. In ESL there were six lessons per unit. Students at one campus covered two full units while those at the other school covered one full unit and the first lesson of the second unit. Pooling all items for all lessons at both schools, the students scored 98.8% correct (Figure F-5). All students at each school scored 80% or better on the summary test for each unit taught, with an overall mean score on the summary unit tests of nearly 100% (Figure F-6).

In Spanish Reading all 30 students who took both the pretest and the posttest for their instructional level scored higher on the posttest. Figure F-7 shows pre- and posttest averages for each basal reader used.

LEP students also exceeded the math objectives. Seven chapters (two complete units and part of a third) were taught at one school; eight chapters (three complete units) were taught at the other. Pooling all items, across both schools, students scored 94.9% correct (Figure F-8). All students scored better than 80% on the summary tests for each unit; the average for each school, and for both combined, was better than 90% on each unit (Figure F-9).

Home Contacts:
Home contacts appeared to have no effect on reading or math performance, either when the home-visit group was compared to the phone-call group or when the home-visit and phone-call groups combined were compared to the no-contact group. Because students were not randomly assigned to groups (specifically, the no-contact group was made up of students whose parents could not be reached by teachers), it would have been invalid to attribute to the contacts any achievement differences between students who were and were not contacted. See Figure F-11 for mastery performance for each group.

All but three of the reading teachers were able to cover all the required units (five units at grades one and two and three units at grades three-six). In addition, half of the reading teachers covered one or more optional units.

There was no explicit goal concerning the number of math units to be covered; teachers were to cover as much material as they could. The mean number of units covered ranged from 16 at second grade to 22.6 at first grade.

83.02

Grade	Number of Students	Total Units Mastered	Total Units Taught	% Units Mastered
1	254	1299	1386	93.7%
2	109	484	509	95.1%
3	40	155	162	95.7%
4	66	226	252	89.7%
5 and 6 *	41	81	97	83.5%
Total	510	2245	2406	93.3%

Figure F-1: PERCENT OF CMLR (READING) UNITS MASTERED, BY GRADE.

Grade	Number of Students	Total Units Mastered	Total Units Taught	% Units Mastered
1	219	4376	4523	96.8%
2	104	1547	1592	97.1%
3	39	597	627	95.2%
4	52	1040	1058	98.3%
5 and 6*	17	256	304	84.2%
Total	431	7816	8104	96.4%

Figure F-2: PERCENT OF ON-LEVEL MATH UNITS MASTERED, BY GRADE.

*Fifth and sixth graders worked at the same level. The three sixth graders were in combined fifth-and sixth-grade classrooms.

83.02

Grade 1	Number of Students Mastering	Number of Students Taught	% of Students Mastering
Unit: Sight Words I	221	227	97.4%
Sight Words II	210	221	95.0%
Sight Words III	195	212	92.0%
Sight Words IV	191	208	91.8%
Compound Words	154	173	89.0%
Grade 2			
Unit: Picturing Details	99	105	94.3%
Cause and Effect	96	103	93.2%
Inference I	100	102	98.0%
Using Context Clues	94	98	95.9%
Sentence Meaning	83	85	97.6%
Grade 3			
Unit: Sequence in Stories	37	37	100.0%
Topic Sentences	27	34	79.4%
Fact and Opinion	36	36	100.0%

Figure F-3: NUMBER AND PERCENT OF STUDENTS MASTERING EACH REQUIRED READING OBJECTIVE, GRADES 1-3.

83.02

Grade 4	Number of Students Mastering	Number of Students Taught	% of Students Mastering
Unit: Topic Sentences	53	62	85.5%
Sequence	52	61	85.2%
Fact and Opinion	57	59	96.6%
Grades 5 and 6			
Unit: The Five W's	31	37	83.8%
Main Ideas and Detail	29	30	96.7%
Analyzing Information	20	29	69.0%

Figure F-4: NUMBER AND PERCENT OF STUDENTS MASTERING EACH REQUIRED READING OBJECTIVE, GRADES 4-6.

PERCENT OF MATH UNITS MASTERED

Grade	less than 60%	60-69%	70-79%	80-89%	90-100%	Students with on-level scores
1	0.4%	1.4%	4.1%	5.0%	89.0%	219
2	0.0%	1.0%	1.5%	10.6%	86.5%	104
3	0.0%	2.6%	2.6%	10.3%	84.6%	39
4	0.0%	0.0%	1.9%	9.6%	88.5%	52
5	0.0%	11.8%	17.6%	23.5%	47.1%	17
Total*	0.2%	1.6%	3.7%	8.1%	86.3%	
N	1	7	16	35	372	431

Figure F-5: PERCENTAGES OF STUDENTS MASTERING VARIOUS PERCENTAGES OF ON-LEVEL MATH UNITS TAUGHT, BY GRADE.

*Percentages across do not add to 100 because of rounding.

School	Unit No.	No. Items Correct	No. Test Items	% Correct
1	1	365	368	99.2%
2	1	781	794	98.4%
1	2	398	400	99.5%
2	2*	165	168	98.2%
Total Unit 1		1146	1162	98.8%
Total Unit 2		563	568	99.1%
Overall Total		1709	1730	98.8%

Figure F-6. LEP STUDENTS' PERFORMANCE ON ESL MASTERY TESTS, BY SCHOOL AND UNIT. (SCHOOL 2 COMPLETED ONE OF SIX LESSONS OF UNIT 2.)

	Unit 1	Unit 2
School 1	100%	100%
School 2	98%	——*

Figure F-7: MEAN PERCENT CORRECT ON UNIT (SUMMARY) ESL MASTERY TESTS, FOR EACH SCHOOL.

*School 2 did not complete Unit 2.

83.02

BASAL READER	No.STUDENTS	PRETEST MEAN	POSTTEST MEAN
Cascabel	12	82%	98%
Trampolin	10	83%	95%
Lucero	6	74%	90%
Adelante	1	75%	95%
Umbral	1	83%	95%

Figure F-8: MEAN PRE- AND POSTTEST SCORES ON TEST USED WITH SPANISH READING BASAL READERS. INCLUDES ONLY THOSE STUDENTS WITH BOTH SCORES.

83.02

School	Unit	Number of Items Correct	Number of Test Items	% Correct
1	1	273	282	96.8%
2	1	842	887	94.9%
1	2	637	684	93.1%
2	2	1427	1485	96.1%
1	3	442	495	89.3%
2	3*	776	800	97.0%
Total unit 1		1115	1169	95.4%
Total Unit 2		2064	2169	95.2%
Total Unit 3		1218	1295	94.1%
Total Overall		4397	4633	94.9%

Figure F-9: LEP STUDENTS' PERFORMANCE ON SPANISH MATH MASTERY TESTS, BY SCHOOL AND UNIT. SCHOOL 2 COVERED ONLY TWO OF THE THREE CHAPTERS OF UNIT 3

	Unit 1	Unit 2	Unit 3
School 1	95%	94%	92%
School 2	97%	96%	—*

Figure F-10: MEAN PERCENT SCORES ON UNIT (SUMMARY) SPANISH MATH MASTERY TESTS, FOR EACH SCHOOL.

*School 2 did not complete unit 3.

	% Reading Mastery	N	% Math Mastery
Home Visits	0.92	168	0.96
Phone Call	0.94	131	0.97
No Contact	0.91	126	0.96

Figure F-11: READING AND MATH MASTERY PERFORMANCE OF STUDENTS RECEIVING HOME VISITS, PHONE CALLS, OR NEITHER.

CHICAGO MASTERY LEARNING READING SYSTEM: CLASS PROGRESS

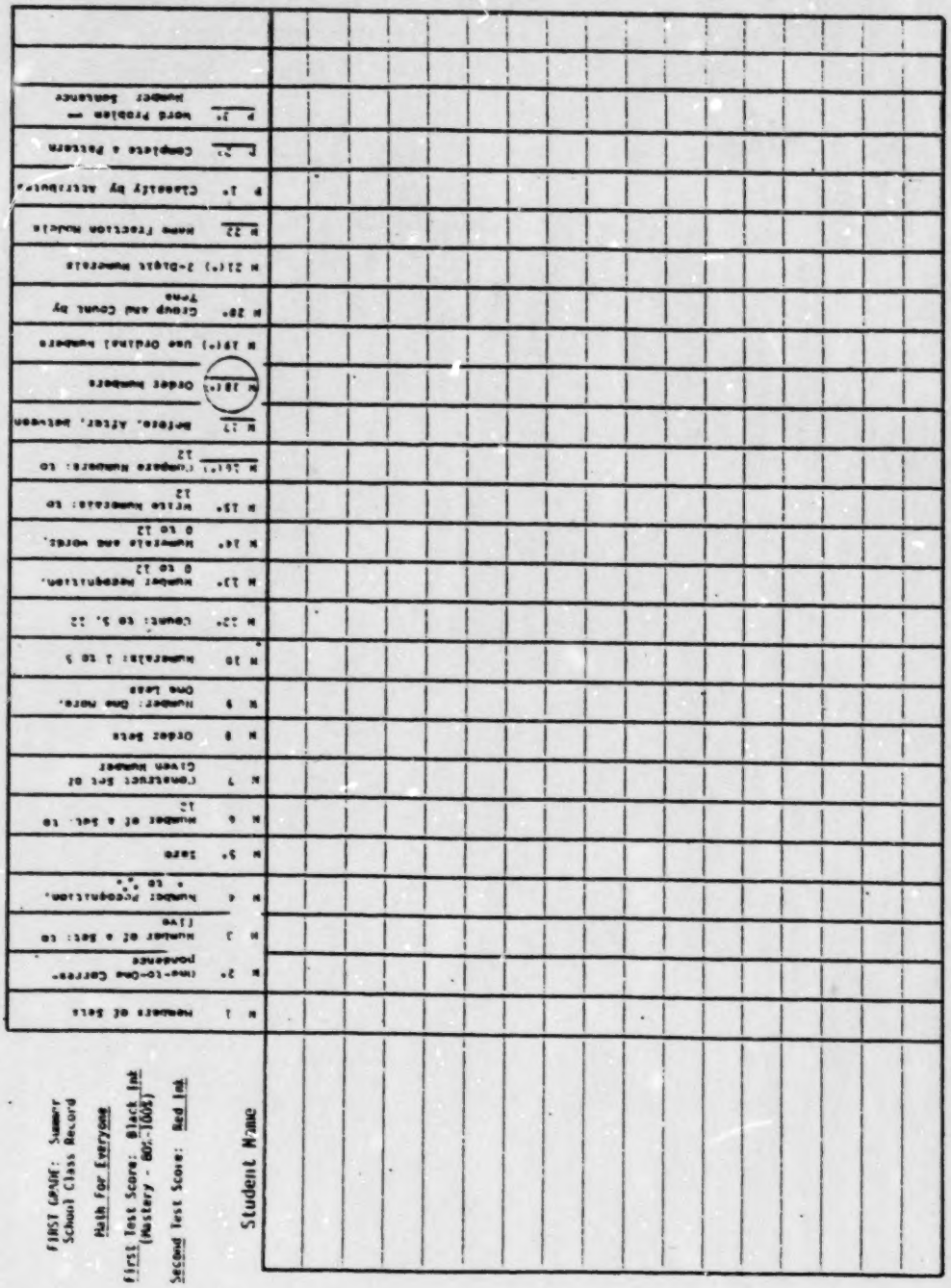
TEACHER: SCHOOL: GRADE: 1ST HR: 2ND HR:

DIRECTIONS:
1. Write in the unit numbers and names for all required and optional units across the top.
2. List students alphabetically down the left-hand side (last names first).
3. Check off (/) whether the child masters the unit on the first formative test (F) or the criterion test given after reteaching (C). If a child does not master the material even on the criterion test, check the "No" column and go on to the next unit. Finally, if a student is absent during the instruction for a unit and is not tested, put an "A" in the "No" column.

F = Formative
C = Criterion
No = Did not master

	REQUIRED										OPTIONAL									
UNIT NUMBERS																				
UNIT NAMES																				
STUDENTS (Last name first) Mastery:	F	C	No	F	C	No	F	C	No	F	C	No	F	C	No	F	C	No	F	C	No	F	C	No
1.																								
2.																								
3.																								
4.																								
5.																								
6.																								
7.																								
8.																								
9.																								
10.																								
11.																								
12.																								
13.																								
14.																								
15.																								
16.																								
17.																								
18.																								
19.																								
20.																								

RETURN TO YOUR DIRECTOR AT THE END OF SUMMER SCHOOL. ASK YOUR DIRECTOR IF YOU HAVE QUESTIONS.


FIRST GRADE: Summer
School Class Record
Math For Everyone
First Test Score: Black Ink
(Mastery - 80%-100%)
Second Test Score: Red Ink
Student Name
N 1 Numbers of Sets
N 2* One-to-One Correspondence
N 3 Number of a Set: to Five
N 4 Number Precognition, 0 to 5*
N 5* Zero
N 6 Number of a Set: to 12
N 7 Construct Set of Given Number
N 8 Order Sets
N 9 Number: One More, One Less
N 10 Numerals: 1 to 5
N 12* Count: to 5, 12
N 13* Number Recognition, 0 to 12
N 14* Numerals and Words, 0 to 12
N 15* Write Numerals: to 12
N 16(*) Compare Numbers: to 12
N 17 Before, After, between
N 18(*) Order Numbers
N 19(*) Use Ordinal Numbers
N 20* Group and Count by Tens
N 21(*) 2-Digit Numerals
N 22 Name Fraction Model
P 1* Classify by Attributes
P 22 Complete a Pattern
P 23 Word Problem — Number Sentence

SECOND GRADE: Summer School Class Record

Math For Everyone

First Test Score: Black Ink (Mastery - 80%-100%)

Second Test Score: Red Ink

Student Name	N 14* Count: to 20	N 15* Number Recognition: 0 to 12	N 18* Write Numerals: to 20	N 16* Compare Numbers: to 12, to 100	N 17 Before, After, Between	N 18* Order Numbers	N 19* Use Ordinal Numbers	N 20* Group and Count by Tens	N 21* 2-Digit Numerals	N 22 Name Fraction Models	N 23(*) 3-Digit Numerals	N 24* Read & Write Numerals to 100	N 25 Count by 2's, 5's, 10's	N 26(*) Identify, Name, Write Fra ions	Word Problem <--> P 3* Number Sentence	P 4* Read Picture & Bar Graphs	P 5 Make Picture & Bar Graphs							

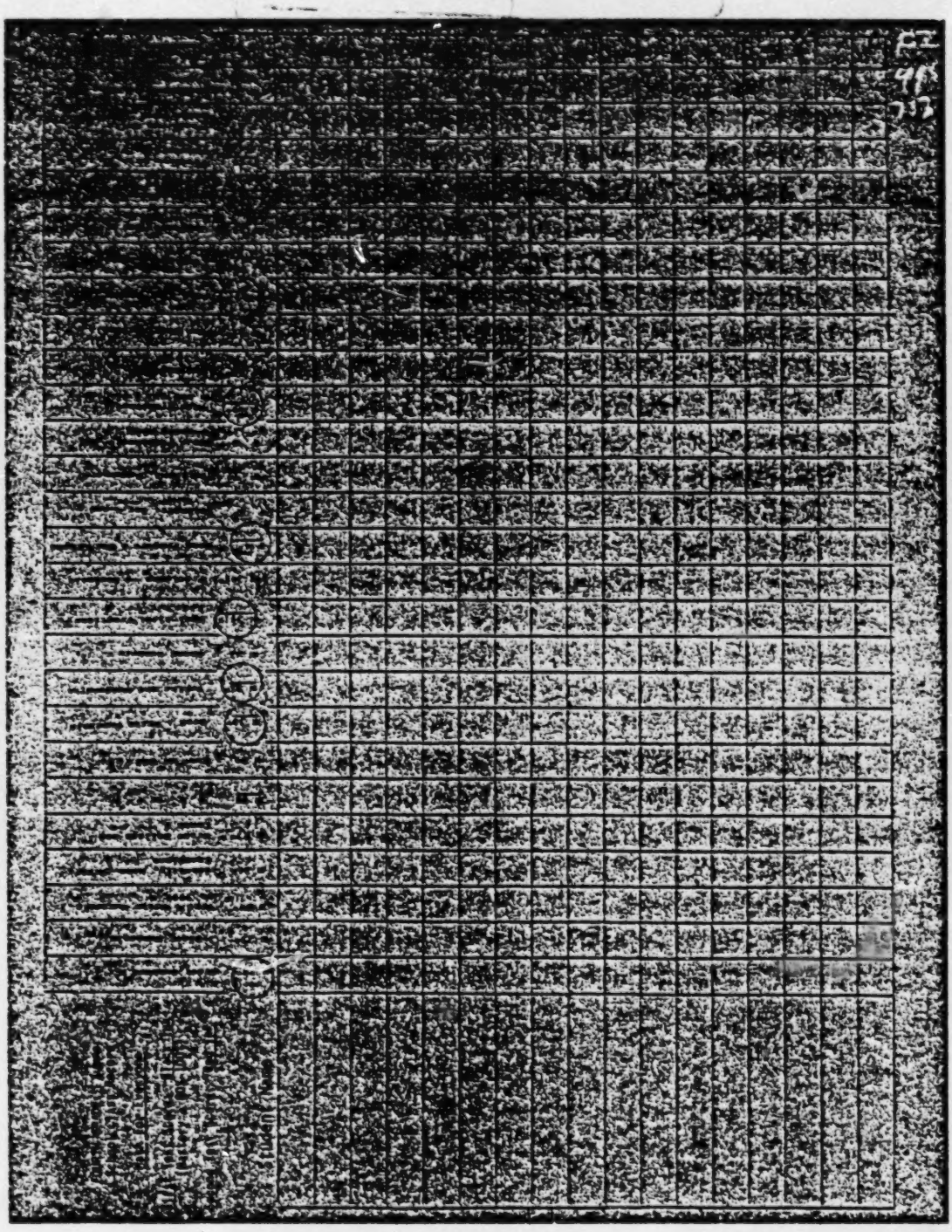
THIRD GRADE: Summer School Class Record

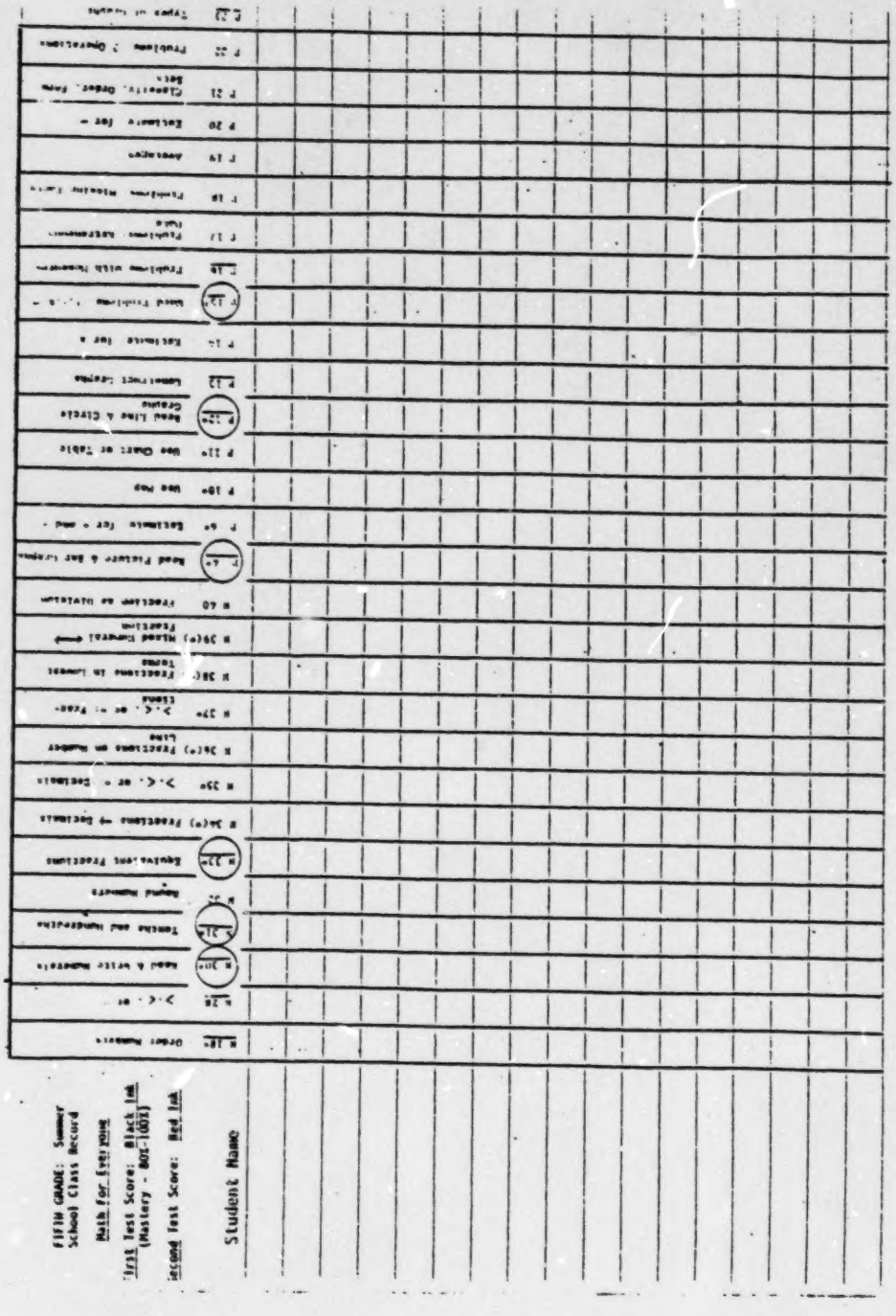
Math for Everyone

First Test Score: Black Ink (Mastery - 80%-100%)

Second Test Score: Red Ink

Student Name	N 16* Compare Numbers to 100	N 18* Order Numbers	N 23* 3-Digit Numerals	N 24* Read and Write Numerals to 9999	N Count by 2's, 5's, 10's	N 26* Identify, Name, Write Fractions	N 27* Write Dollars and Cents	N 28 >, <, or =	N 29 Even or Odd	N 31(*) Tenths and Hundredths	P 4* Read Picture and Bar Graphs	P 5 Make Picture and Bar Graphs	P 6* Estimate: for + and -	P 7* Patterns, Sequences	P 8* Word Problems: + and -	P 9(*) Word Problems: x and ÷




FIFTH GRADE: Summer School Class Record
Math for Everyone
First Test Score: Black Ink (Mastery - 80%-100%)
Second Test Score: Red Ink
Student Name
M 1R Order Numbers
M 2R >, <, or =
M 3R Read & Write Numbers
M 3L Terms and Inequalities
M 3C Decimal Numbers
M 3D Equivalent Fractions
M 3E(a) Fractions → Decimals
M 3E Decimals → Fractions
M 3F >, <, or = Decimals
M 3G(a) Fractions on Number Line
M 3H >, <, or = Fractions
M 3I Fractions in Lowest Terms
M 3J(a) Mixed Numbers ⟷ Fractions
M 4D Fractions as Division
P 4E Read Pictures & Bar Graphs
P 6E Estimate (or = and ≠)
P 10E Use Map
P 11E Use Chart or Table
P 12E Read Line & Circle Graphs
P 12 Construct Graphs
P 14 Estimate (or =
P 15 Word Problems (+, -, ×, ÷)
P 16 Problems with Percents
P 17 Problems Applying Rate
P 18 Problems Missing Terms
P 19 Averages
P 20 Estimate (or =
P 21 Capacity, Order, Form Both
P 22 Problems & Observations
P 23 Types of Graphs

SPANISH READING CLASS PROGRESS SHEET

BASAL SERIES: Santillana Lectura en Dos Idiomas

TEACHER _____ SCHOOL _____ GRADE(S) _____ FIRST HOUR ____ SECOND HOUR ____

DIRECTIONS: 1. Write in the name of the basal reader taught.
2. List students alphabetically down the left-hand side (last name first).
3. Write the pre and post test results.

STUDENTS (LAST NAME FIRST)	TITLE	LEVEL	PRE TEST	POST TEST
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

I LIKE ENGLISH: ESL CLASS PROGRESS SHEET BOOK_____

TEACHER_____ SCHOOL:_____ GRADE(S):_____ FIRST HOUR____ SECOND HOUR____

DIRECTIONS:
1. Write in the unit numbers and names for units taught across the top.
2. List students alphabetically down the left-hand side (last name first).
3. List the number of items correct (C), total items on the test (T), and percent of the items answered correctly (%) for each unit test given. If a student is absent for instruction on a unit or is not instructed in it because of a lack of need, s/he does not have to take the test--mark an "A" in the percent correct (%) column.

UNIT NUMBERS / UNIT NAMES / STUDENTS (LAST NAME FIRST)																				
	C	T	%	C	T	%	C	T	%	C	T	%	C	T	%	C	T	%	C	T	%
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
9.																				
10.																				
11.																				
12.																				
13.																				
14.																				
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16.																				
17.																				
18.																				
19.																				

MATEMATICAS CONCEPTOS Y PRACTICAS: CLASS PROGRESS BOOK _____

TEACHER:_____ SCHOOL: _____ GRADE(S): _____ 1ST HOUR:_____ 2ND HOUR:_____

DIRECTIONS: Write in the unit numbers and names for units taught across the top.
List students alphabetically down the left-hand side (last name first).
List the number of items correct, the total number of test items, and the percent of items correct in the columns provided for each unit test for each student. If a student is absent for all of the instruction on a unit and is not tested, put an "A" in the percent correct column. C = Number of Items Correct T = Total Items on Test % = Percent of Items Correct

UNIT NUMBERS / UNIT NAMES / STUDENTS (LAST NAME FIRST)																				
	C	T	%	C	T	%	C	T	%	C	T	%	C	T	%	C	T	%		
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
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18.																				
19.																				

FILE ID A.U.Y CARD FILE LAYOUT page 1 of 2 LOCATION _____

COMMENTS Summer School Math '83

83.02

FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID
	4 - 10	Student I.D. #
	11 - 13	Sch. C.D.
	14 - 15	Reading Teacher #
	16 - 17	Math Teacher #
	18 - 18	S.S. grade
	19 - 19	Reading Level
	20 - 20	Math Level
	21 - 21	First required reading unit 1: Mastered 1st 2: Mastered 2nd 3: Did Not 4: Absent 5: N/A 6: Not required
	22 - 22	Second " " " " " "
	23 - 23	Third " " " " " "
	24 - 24	Fourth " " " " " "
	25 - 25	Fifth " " " " " "
	26 - 26	First Optional reading " " " " "
	27 - 27	Second " " " " "
	28 - 28	Third " " " " "
	29 - 30	N Math skills taught on level
	31 - 32	N Math skills mastered on level
	33 - 34	N Math skills taught off level
	35 - 36	N Math skills mastered off level
	37 - 37	52-53 att date - days absent

F-26

Attachment F-6
(Page 1 of 2)

FILE ID _____ CARD FILE LAYOUT pg 2 of 2 LOCATION _____

COMMENTS Summer School Meeting '83

10 20 30 40 50 60 70

FIELD	COLUMNS	DESCRIPTION
A	~~1-5~~	~~FILE ID~~
	39-40	change attended summer school
	41-41	~~y.a.~~ enrolled NISD
	42-42	Home Contact 1=L.V. 2=phone 3=~~contact~~ contacted blank=missing
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
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	-	
	-	
	-	
	-	
	-	
	-	

Summer School Pilot Project

Appendix G

HOME CONTACT FORMS

INSTRUMENT DESCRIPTION: Home Contact Forms

Brief Description of the instrument:

The Home Contact Form was designed for teachers to record the results of their attempts to contact the homes of the students in their homeroom class. It provided space for the teacher to record his or her name, school and grade, each student's name and ID number, whether the student was scheduled to receive a home visit or phone call, and whether the student's home was actually visited, called, or could not be reached.

To whom was the instrument administered? All summer school teachers were given a form to use. All students' homes for which telephone numbers were available were to be contacted, either by phone or by visit (with a phone call preceding the visit, to arrange a time.) Some students had no phone number available or could not be reached. Two hundred eighteen home visits and 193 phone calls were made. No phone number was available for 105 students and 85 homes could not be contacted in spite of attempts to do so.

How many times was the instrument administered?

Once. Teachers attempted to reach homes at least twice if a first attempt was unsuccessful.

When was the instrument administered?

Time was set aside for home contacts during local campus inservice on May 31 and June 1, 1983. The forms were to be turned in on June 10, so it is possible that some contacts occurred after June 1.

Where was the instrument administered?

Visits were conducted by phone or in students' homes. Home Contact Forms were completed wherever the teacher chose.

Who administered the instrument?

Summer school teachers.

What training did the administrators have?

Procedures for conducting home visits and phone calls were discussed at local inservice sessions at most campuses. All teachers were given detailed written instruction on the procedure to be used in scheduling and executing the contacts. The Home Contact Form was also discussed briefly.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No, assuming teachers kept an accurate record of whom they contacted and how.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

N.A.

Are there norm data available for interpreting the results?

No.

HOME CONTACT FORMS

Purpose

The Home Contact Forms were reviewed in order to answer the following decision and evaluation questions:

Decision Question D3: Should additional information be provided to teachers about the students before the start of future summer school programs?

Evaluation Question D3-1: To what extent were teachers able to visit the home of assigned retainees?

Decision Question D4: Should retainees be encouraged to attend summer school?

Evaluation Question D4-4: Did home visits have any short-term or long-term effects on achievement? Did phone calls to homes?

Procedure

Teachers were given detailed instructions concerning the home contacts and use of the Home Contact Form during inservice training (see Attachment G-1). A total of 10 hours of inservice time was set aside for making home contacts on May 31 and June 1.

Although it is not known how closely this procedure was followed, teachers were supposed to use the form as follows:

1. List all homeroom students alphabetically.
2. Check student data cards for the telephone number and address of each student. If this information is missing, try to get it from the spring school, registration form, or phone book. All students for whom no telephone number is available should be placed in the "No Contact" group.
3. The remaining students should be assigned alternately to "phone call" and "home visit" groups.
4. After each home visit or phone call is completed, check the appropriate column on the form. When all are completed, turn in the form to the campus director (by June 10).

All forms were received from the directors by June 13. Information from the Home Contact Forms was added to the Student Characteristics File (see Appendix A), and summary statistics were generated. ANOVAR, part of the EDSTAT package on the AISD computer, was used to assess the impact of home visits on achievement. The number of home contacts carried out was tallied by hand.

Results

Two hundred eighteen home visits and 193 phone calls were made. No phone number was available for 105 students and 85 homes could not be contacted even though phone numbers were listed for the students. About 83% of contact attempts were successful.

Teachers' beliefs about home contacts are described in detail in Appendix C. Teachers generally believed that the contact with parents was beneficial.

As Figure G-1 shows, home contacts had no apparent short-term effects on achievement. Analysis of variance comparisons between the home-visit group and the phone-call group, and between the combined home-visit and phone-call groups and the no-contact group, revealed no significant differences. It is possible that a ceiling effect is operating; achievement among all groups was very high.

In any case, however, one could not validly attribute any differences between contact and no-contact groups to the contacts themselves, because students were not randomly assigned to groups. To be specific, the no-contact group was made up of students whose homes the teachers were unable to contact.

There was a significant relationship between home contacts and attendance; mean attendance for the combined home-visit and phone-call groups was 21.7 days, compared to 20.9 days for the no-contact group ($F_{(1, 423)}=4.31$, $p=.04$). Again, however, one cannot attribute this difference to the contacts themselves.

	% Reading Mastery	N	% Math Mastery
Home Visits	0.92	162	0.96
Phone Calls	0.94	131	0.97
No Contact	0.91	126	0.96

Figure G-1: READING AND MATH MASTER PERFORMANCE OF STUDENTS RECEIVING HOME VISITS, PHONE CALLS, OR NEITHER. N's reflect the number of students for which all data are available.

Attachment G-1 contains a copy of the Home Contact Form, including instructions to teachers.

ORGANIZING HOME VISITS

INSTRUCTIONS TO THE TEACHER

PURPOSE: The purpose of the home visit is to build rapport with the student and parents and to find out more about the child's interests, academic needs, and academic strengths before summer school begins.

FORMS OF CONTACT: Since an average class will have fifteen students, you probably could not visit all your students in the 10 hours allotted. Therefore, students will be divided into two groups:

Group 1: Homes will be visited.

Group 2: Homes will be called.

This group assignment will also allow ORE to follow up on whether achievement of students is affected by different forms of contact.

FORMS: The Home Visitation form (Attachment 1) lists topics you may want to cover during your phone calls or visits to the homes. These questions are only a guide--feel free to vary the content. The information is supposed to be helpful to you--you are the only one who will see the forms.

The Home Contact form (Attachment 2) will be used to assign students to contact groups and check off those you were able to reach. This is the form ORE will need at the end of the first week of school (along with your attendance form) so student achievement can be checked later on. To assign students to groups, do the following:

1. List all your first-hour students alphabetically (last name first) and their identification numbers on the Home Contact form.

2. Get out the student data cards for these students. Registration forms should also be kept handy.

3. Check through the student data cards for your first-hour students--each should have a telephone number and address for the parent(s) or guardian(s). If this information is missing, check the registration form or call the school office of the spring school (properly identify yourself) or check the telephone book for the information. IF NO TELEPHONE NUMBER IS AVAILABLE, set the cards aside and mark the "No Phone" column on the home contact form. These student homes will not be assigned to a contact group.

4. Assign students to groups. On the Home Contact form, alternately check the "to receive phone call" or the "to receive home visit" columns (e.g., the first student receives a call, the second a home visit, the third a call, the fourth a home visit, etc.). REMEMBER TO SKIP ANYONE WHO HAS NO TELEPHONE NUMBER--these are the only students you will not contact.*

You should now know who to contact. To complete your phone calls and visits to the homes, follow these steps:

1. Call all of those you will be visiting at home to schedule a time. Try to be as flexible as you can. Each family should be called AT LEAST TWICE AT DIFFERENT TIMES OF THE DAY before you give up on trying to contact them.

   You must complete AT LEAST FIVE HOME VISITS. If you can only reach three or four parents, substitute one or two (to total five home visits) from your "to receive phone call" group.

2. Next, start calling those to be visited by phone. Complete at least one or two before going on your first home visit if at all possible to help you get used to the questions. The rest can be completed between visits or whenever it's most convenient. Try to call each family AT LEAST TWICE AT DIFFERENT TIMES OF THE DAY before giving up.

3. Review your Home Visitation form before visiting a home and leave it in your car. If possible, try to visit with the parents and student. The visit should be more a conversation than a structured interview. Jot down notes for yourself on the form once you return to your car.

4. After completing a phone call or home visit, check off the appropriate column on the Home Contact form. Turn this form in along with your attendance form at the end of the first week of school.

5. Share the important information you gain with the other teacher who will have your students during the rest of the day.

Once classes begin, you can resume your normal methods of communicating with parents. The only difference will be the advance information you had on some students. Hopefully, this information will help you plan for the students' needs and make the parents feel more comfortable and committed to summer school as well.

*If you have only seven or eight students in your class, try to visit all of them.

STUDENT: _____ ADDRESS: _____

PHONE: _____ INTERVIEWER: _____

GRADE: _____ PERSON(S) INTERVIEWED: _____

DATE & TIME: _____

What are your child's special interests? _____

_____

What does your child do best? (art, music, athletics, drama, math, reading, etc.)

_____

In what subject (area) does your child need to improve? _____

_____

What does your child like to read? _____

_____

Does your child have an interest in numbers? _____

Does your child like to play games (card games, dominoes, chinese checkers, etc.)?

_____

What do you expect summer school will do for your child? _____

_____

Parent Concerns: _____

_____

_____

Shared Commitment: (If any of these areas seem problematic, discuss possible shared solutions.)

SHARE RULES FOR SUMMER SCHOOL

1) Attendance
2) Rewards (home & school)
3) Adequate Rest/Nutrition
4) Reading at Home: 10, 20, 30 minutes
5) Math Homework
6) Public Library
7) Culminating Activities

Interviewer Comments: _____

_____

_____

_____

HOME CONTACT FORM

School: _____ Teacher: _____

Grade: _____ 1st Hour: _____

	STUDENTS (Last Name First)	ID Number	No Phone	TO RECEIVE Phone Call	TO RECEIVE Home Visit	RECEIVED Phone Call	RECEIVED Home Visit	RECEIVED Could Not Reach
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								

Turn this form in to your director by June 10 (along with the back copy of your attendance form.

Summer School Pilot Project

Appendix H

COMPARISON GROUP

83.02

INSTRUMENT DESCRIPTION: Comparison Group

Brief description of the data file:

The comparison group includes current retainees who did not attend summer school. Information on students' ethnicity, sex, free lunch, and LEP status was collected by grade. Information on 1982-83 service by special programs was also collected, as well as ITBS scores.

Which students or other individuals are included on the file?

All first through sixth graders recommended for retention at the end of 1982-83 who did not attend summer school. Students had to still be enrolled in AISD and still be listed as retained as of September, 1983.

How often is information on the file added, deleted, or updated?

At the end of each year, the schools send in lists of retainees for the next school year. Updates are done twice, in the fall and spring, to see if students are still listed as retained on the Student Master File.

Who is responsible for changing or adding information to the file?

Data Processing collects information from the schools and passes it on to ORE. ORE adds additional information and runs updates.

How was the information contained on the file gathered?

Information from the Student Master File, ITBS files, and program service files.

Are there problems with the information on the file that may affect the validity of the data?

None that are known. Some students will probably leave AISD or be promoted before spring and will be dropped from the comparison group.

What data are available concerning the accuracy and reliability of the information on the file?

Data is carefully collected and verified and should be accurate.

Are there normative or historical data available for interpreting the results?

Last year's summer school long-term results could be compared to this year with appropriate cautions. However, grade equivalent scores were reported last year instead of normal curve equivalents (NCE's) and the comparison group was derived from a matching program last year.

Brief description of the file layout:

Descriptive and testing information on each student is included (see Attachment H-1).

COMPARISON GROUP

Purpose

The Texas Education Agency (TEA) requested that the long-term achievement of retainees attending summer school be compared to the achievement of retainees who did not attend. As part of the first report required by TEA, a variety of information on those served and not served was requested:

- Ethnicity,
- Sex,
- Free or reduced-price lunch eligibility,
- Limited English proficiency (LEP) status,
- Duplicated counts of service in 1982-83 by Chapter 1, SCE, Migrant, special education, and bilingual programs,
- ITBS scores in areas emphasized by the program.

Descriptive statistics on those served are shown in Appendix A. This appendix will show the descriptive characteristics for the comparison group and the NCE scores on the spring 1983 ITBS for both groups. Characteristics and scores will also be compared here.

Procedure

The following steps were taken:

1. Names and identifying information on 1982-83 recommended retainees were secured from Data Processing.

2. Information on students' ethnicity, sex, free- or reduced-lunch status was added from the Student Master File.

3. Students' participation or nonparticipation in summer school was noted based on final student attendance forms indicating whether they attended the program.

4. Information on program service and LEP status in 1982-83 was added from Chapter 1, Migrant, SCE, bilingual, and special education files.

5. ITBS percentile scores for spring 1983 in Vocabulary at grade 1, Reading Comprehension at grades 2-6, and Math Concepts and Math Problem Solving at grades 1-6 were added to the file.

Frequency distributions were then computer-generated for retainees who attended and did not attend summer school. Ethnicity, sex, free or reduced-lunch eligibility, LEP status, and ITBS scores were all done separately by grade; program service in 1982-83 was not. Mean percentile scores were then converted by hand to normal curve equivalents (NCE's) using a conversion chart.

Characteristics of those who attended summer school and those who did not were then compared.

It was discovered that 64 students attended summer school who were not listed as retainees in the spring. Descriptive statistics and ITBS scores for these students were also run (as described above) to see if their characteristics were similar to those of the retainees served.

Results

Ethnicity

Grade	Amer. Ind.	Asian	Black	Hispanic	Anglo & Other	Total
1	2	12	87	139	67	307
2	4	1	18	34	20	77
3	2	3	7	13	18	43
4	0	4	12	21	13	50
5	0	1	4	17	8	30
6	0	1	2	4	8	15
Total	8	22	130	228	134	522
%	1.5	4.2	24.9	43.7	25.7	100%

Figure H-1: ETHNICITY OF RETAINEES WHO DID NOT ATTEND SUMMER SCHOOL, BY GRADE.

- Slightly less than half (44%) of the retainees who did not attend summer school were Hispanic. One fourth were Black (25%) and one fourth were Anglo (26%).
- Based on data in Appendix A (Figure A-4), this closely matches the ethnic makeup of those who attended summer school. About 49% were Hispanic, 24% Black, and 26% Anglo.
- About 44% of the nonretainees who participated in summer school were Hispanic, with 32% Black and 22% Anglo (again similar).

Gender

Grade	Males N	Females N	Total N
1	178	129	307
2	48	29	77
3	27	16	43
4	32	18	50
5	23	7	30
6	8	7	15
TOTAL	316 (60.5%)	206 (39.5%)	522 (100%)

Figure H-2. GENDER OF RETAINEES WHO DID NOT ATTEND SUMMER SCHOOL, BY GRADE.

- Almost two thirds of the retainees who did not attend summer school were male (61%).
- The same percentage (61%) of those served in the summer program were male (Figure A-3, Appendix A).
- About 70% of the 64 students served in summer school who were not recommended retainees were male. This is slightly higher than retainees served.

Program Service

Of those served by the summer program:

- 40% were eligible for Chapter 1; 37% were served;
- 16% had limited English proficiency;
- About 2% were eligible for and served by Chapter 1 Migrant;
- About 29% were eligible for SCE Reading with 10% served;
- About 24% were eligible for SCE Math with 4% served;
- About 15% were special education;
- About 78% were low income.

Figure H-3 shows program service for the retainees who did not attend summer school. Program service was fairly similar except that:

- The percentage served by Chapter 1 was slightly higher (46% compared to 37%).
- The percentage eligible for SCE services was slightly lower.

	1		2		3		4		5		6		Overall	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Chapter 1 Eligible	160	73.4	29	13.3	10	4.6	10	4.6	7	3.2	2	.9	218	41.8
Chapter 1 Served	173	72.4	34	14.2	12	5.0	11	4.6	7	2.9	2	.8	239	45.8
LEP	59	65.6	6	6.7	6	6.7	12	13.3	5	5.6	2	2.2	90	17.2
Migrant Eligible	14	60.9	4	17.4	4	17.4	1	4.3	0	-	0	-	23	4.4
Migrant Served	8	72.7	2	18.2	1	9.0	0	-	0	-	0	-	11	2.1
SCE Reading Eligible	1	.9	40	36.7	15	13.8	21	19.3	22	20.2	10	9.2	109	20.9
SCE Reading Served	10	23.3	12	27.9	3	7.0	7	16.3	8	18.6	3	7.0	43	8.2
SCE Math Eligible	1	1.2	30	35.7	11	13.1	13	15.5	19	22.6	10	11.9	84	16.1
SCE Math Served	3	27.3	4	36.4	0	-	0	-	4	36.4	0	-	11	2.1
Special Education	45	55.6	13	16.0	14	17.3	5	6.2	3	3.7	1	1.2	81	15.5
Low Income	241	61.8	54	13.8	27	6.9	39	10.0	21	5.4	8	2.1	390	74.7
Total Students at grade (N)	307	59.8	77	14.8	43	8.2	50	9.6	30	5.7	15	2.9	522	100

Figure H-3. RETAINEES NOT IN SUMMER SCHOOL ELIGIBLE AND SERVED BY VARIOUS SPECIAL PROGRAMS, BY GRADE. Duplicated counts.

Figure H-4 shows program service for those in summer school who were not listed as retainees. Compared to all summer school participants:

- A slightly lower percentage were eligible and served by SCE programs.
- A slightly lower percentage (63% rather than 78%) were classified as low income.

Program Service	Overall %	1	2	3	4	5	6	Total
Chapter 1 Eligible	40.6	14	5	5	2	0	0	26
Served	40.6	13	5	5	2	0	1	26
LEP	18.8	5	2	2	1	1	1	12
Mig. Eligible	1.6	0	0	0	1	0	0	1
Served	1.6	0	0	0	1	0	0	1
SCE Reading Eligible	21.9	1	4	3	6	0	0	14
Served	1.6	0	0	0	1	0	0	1
SCE Math Eligible	15.6	1	3	2	4	0	0	10
Served	0.0	0	0	0	0	0	0	0
Special Education	14.1	4	2	2	1	0	0	9
Low Income	62.5	14	8	6	9	2	1	40
Total at Grade		21	15	8	14	5	1	64

Figure H-4. PROGRAM SERVICE FOR THOSE PARTICIPATING IN THE SUMMER PROGRAM WHO WERE NOT LISTED AS RETAINEES AS OF SPRING 1983. Duplicated counts.

The characteristics of all those in summer school were considered close enough to those of the 64 students not listed as retainees in the spring of 1983 to include them in the long-term followup analyses.

ITBS

Figures H-5 and H-6 show the pretest data for summer school participants and the retainees who did not attend summer school in reading and math, respectively. Figure H-7 shows reading and math scores for those summer school participants not listed as retainees as of spring 1983.

- Reading pretest scores for the treatment and comparison groups are very similar except at grades five and six. However, these two grades will be combined in posttest analyses since students were instructed together (this also makes pretest means more similar).
- The same pattern is found for math. Again, grades five and six will be combined in posttest analyses.

Regression analyses will be used for long-term achievement comparisons which will take pretest scores into account.

Students who were not official retainees as of spring 1983 but attended summer school had slightly higher scores than all summer school participants in three of five cases in reading and seven of ten cases in math (see Figure H-7). However, differences are relatively small and sample sizes at each grade are small enough to not greatly affect group mean for summer school participants.

V. Evaluation:

A. Pre-test Data. Complete the following tables for each subject area, for both the treatment and comparison groups.

Subject area: Reading: Vocabulary (V), Gr. 1, Reading Comprehension (R), Gr. 2-6

1. Treatment Group:
(All Participants)

Grade	n	Pre-test Mean NCE	Pretest Mean %ile	Post-test S.D. for NCE	r pre-/ Post-test NCE	Name and Editions of Post-test used	Level	Sub-test	Total # of items on Sub-test	Raw Score Range	Post-test mean standard score
1	210	37.0	26.8	NA	NA	ITBS,	7	V	30	NA	NA
2	92	35.5	24.6			1978,	8	R	67		
3	32	38.3	28.9			Form 7	9	R	44		
4	49	31.6	19.1				10	R	49		
5	35	33.3	21.4				11	R	54		
6	3	25.3	12.0				12	R	56		

Figure H-5. PRETEST SCORES OF SUMMER SCHOOL PARTICIPANTS AND RETAINEES NOT IN SUMMER SCHOOL ON THE IOWA TESTS OF BASIC SKILLS (ITBS). Summer school grade assignments were used for treatment group; Student Master File assignments were used for the comparison group. The ITBS was given in April 1983. At present, participants include students who did not complete the last week of classes. (Page 1 of 2)

2. Comparison Group:

Subject Area: Reading

Vocabulary Grade 1 (V)
Reading Comprehension Grades 2-6 (RC)

Grade	n	Pre-test Mean NCE	Pretest Mean %ile	Post-test S.D. for NCE	r pre-/ Post-test NCE	Name and Editions of Post-test used	Level	Sub-test	Total # of items on sub-test	Raw Score Range	Post-test mean standard score
1	254	36.3	25.8	NA	NA	ITBS,	7	V	30	NA	NA
2	67	33.9	22.2			1978,	8	R	67		
3	30	35.4	24.4			Form 7	9	R	44		
4	42	30.7	18.0				10	R	49		
5	24	26.6	13.3				11	R	54		
6	13	37.9	28.3				12	R	56		

Figure H-5. (Continued, page 2 of 2)

V. Evaluation:

A. Pre-test Data. Complete the following tables for each subject area, for both the treatment and comparison groups.

Subject area: Math

MC = Math Concepts
MP = Math Problem Solving

1. Treatment Group:

Grade	n	Pre-test Mean NCE	Pretest Mean %ile	Post-test S.D. for NCE	r pre-/ Post-test NCE	Name and Editions of Post-test used	Level	Sub-test	Total # of items on Sub-test	Raw Score Range	Post-test mean standard score
1	214	35.8	25.0	NA	NA	ITBS,	7	MC	33	NA	NA
2	94	38.5	29.3			1978,	8	MC	36		
3	34	37.5	27.7			Form 7	9	MC	28		
4	56	32.3	20.0				10	MC	32		
5	34	33.4	21.5				11	MC	37		
6	3	27.9	14.7				12	MC	40		
1	213	36.5	26.0				7	MP	22		
2	95	42.1	35.4				8	MP	24		
3	33	37.5	27.7				9	MP	23		
4	57	29.2	16.2				10	MP	25		
5	33	31.7	19.3				11	MP	27		
6	3	29.7	16.7				12	MP	29		

Figure H-6. ITBS PRETEST SCORES FOR SUMMER SCHOOL PARTICIPANTS AND THE COMPARISON GROUP. Summer school grade assignments were used for the treatment group; Student Master File grade assignments were used for the comparison group (retainees who did not attend summer school). The Iowa Tests of Basic Skills (ITBS) were given in April 1983. (Page 1 of 2)

2. Comparison Group:

Subject Area: Math

Math Concepts (MC)
Math Problem Solving (MP)

Grade	n	Pre-test Mean NCE	Pretest Mean %ile	Post-test S.D. for NCE	r pre-/ Post-test NCE	Name and Editions of Post-test used	Level	Sub-test	Total # of items on sub-test	Raw Score Range	Post-test mean standard score
1	248	33.2	21.3	NA	NA	ITBS,	7	MC	33	NA	NA
2	70	37.9	28.3			1978,	8	MC	36		
3	33	36.9	26.7			Form 7	9	MC	28		
4	45	30.2	17.4				10	MC	32		
5	26	29.7	16.8				11	MC	37		
6	13	36.7	26.4				12	MC	40		
1	246	36.4	25.9				7	MP	22		
2	68	40.0	31.8				8	MP	24		
3	32	36.0	25.3				9	MP	23		
4	45	30.2	17.3				10	MP	25		
5	26	30.1	17.2				11	MP	27		
6	13	35.6	24.7				12	MP	29		

Figure H-6. (Continued, Page 2 of 2)

ITBS Reading (Summer School Participants Not Retained)

V = Vocabulary
R = Reading Comprehension

Grade	N	Pre Mean NCE	Pre Mean %ile	ITBS Test
1	17	40.1	32.0	V
2	12	43.0	37.0	R
3	4	37.1	27.0	R
4	7	24.8	11.6	R
5	3	41.3	34.0	R
6	-	-	-	

Math Concepts

Grade	N	Pre Mean NCE	Pre Mean %ile
1	16	37.3	27.3
2	12	46.8	44.0
3	4	48.7	47.5
4	10	29.4	16.4
5	3	31.5	19.0
6	-	-	-

Math Problem Solving

Grade	N	Pre Mean NCE	Pre Mean %ile
1	16	39.5	30.9
2	12	48.9	47.9
3	4	41.6	34.5
4	10	28.1	14.9
5	3	32.8	20.7
6	-	-	-

Figure H-7. PRETEST SCORES OF SUMMER SCHOOL PARTICIPANTS NOT LISTED AS RETAINEES IN SPRING 1983. Summer school grade assignments were used. Normal curve equivalents (NCE's) range from 1 to 99 and are an equal interval scale.

FILE LAYOUT

☑ LABELED ☐ UNLABELED

PAGE 1 OF 1

LABEL ID EOARTN83 TAPE NO. _____

BY: Carol Parkins

BLOCKSIZE 43 CHARACTERS

DATE CREATED: 7-6-83

RECORD SIZE 43 CHARACTERS

SUG. SCRATCH DATE: _____

DENSITY _____ BPI

SEQUENCE _____

DESCRIPTION 82-83 Retrieval File

REMARKS ~~Transcript tape file~~ ~~4 years retention~~

N=1001

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
7	1	7		Id #	
3	8	10		School	6-83
2	11	12		Grade	6-83
1		13		Sex	
1		14		Ethnicity	
27	15	41		Name	
1		42		LEP	
1		43		T. Services	1=SED Work Full & Spring
3	44	46		82-83 School	2=Lg T. Both (Work)
2	47	48		" Grade	3= " " (Class)
6	49	54		D.O.B.	4= " " (Work+Class)
1		55		Sex	5= Second diff Full+Spr
1		56		Ethnicity	6= " Fully Full &
1		57		Low-Income	only Spring
1		58		Hsp Status (Homestead)	
1		59		Simon Schools '83	1= attended ...=0
1		60		Special Circ Words	4-83 ITBS
1		61		" Comp.	
1		62		" Concepts	
1		63		" Questions	
1		64		" Computation	
1		65		" Reading Total	
1		66		" Math Total	
4	67	70		GE RV	
4	71	74		" RC	
4	75	78		" MRConcepts	
4	79	82		" Questions	
4	83	86		" Computation	
4	87	90		" RT	
4	91	94		" MT	

FILE LAYOUT

☐LABELED ☐UNLABELED

PAGE ___OF ___

LABEL ID _____ TAPE NO._____ BY: _____

BLOCKSIZE _____ CHARACTERS _____ DATE CREATED: _____

RECORD SIZE _____ CHARACTERS _____ SUG. SCRATCH DATE: _____

_____ DENSITY _____ BPI

_____ SEQUENCE _____

DESCRIPTION _____

REMARKS _____

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
1	95			Chapter 1 Service 1-6	
1		96		" Eligible 1.0	
1		97		Migrant Status	
1		98		" Service 1.0	
1		99		SCE Reading Eligible 1.0	
1		100		" " Served	
1		101		" Math Eligible 1.0	
1		102		" " Served	
1		103		Special Ed = 1 else 0	
3	104	106		# minutes per day in SpEd.	
2	107	108		%ile Vocabulary	4-93 ITBS
2	109	110		" Comprehension	
2	111	112		" Concepts	
2	113	114		" Problems	
2	115	116		" Computation	
2	117	118		" Reading Total	
2	119	120		" Math Total	

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